

## SUMMER DIARY

## The face of life looking for a job

"It's great to get your wages when you know you've worked for them," wrote my younger daughter in her last letter home. She finished her two-year catering course this summer and went off, amid much hand wringing on my part, to be a waitress in London. That one sentence in her letter did much to comfort me and yet at the same time it stirred up anew the anger which we must all share of the continuing tragedy of unemployment among young people.

Provoked by these thoughts I decided to seek out some young people in the places I had to visit last week. Thus, in a back street in Norwich I came upon 17-year-old David Baldry who after working through a year of various Youth Training Scheme projects eventually found a job which at £21-a-week he could not afford to keep. "I'd like to work at Colmans," he said, "on the wine making."

Eighteen-year-old Sean Revell is also without a job. When he left school he wanted to do sign writing. The closest to this he could manage was a YTS placement with a printer. There was no job at the end of this but eventually another printer took him on under the Young Worker scheme and held out hope of training and permanence.

Then - and this so often happens - Sean went in one day to be told that his employer could not afford to keep him on. "I can't understand that. They get government money," he said. "I'm back to haunting the Jobcentre." "They offered me a job as a meat packer but I am a vegetarian!"

About a quarter of 16-year-olds in Norwich go to YTS placements. About a fifth get jobs and most of the rest go into the sixth-form or further education.



Lee Keith and Alan Braithwaite



Sean Revell

tion. Some 5 per cent remain on the books as unemployed. This looks commendably small but, of course, were it not for the YTS the figures would be considerably larger.

According to the county careers service some 67 per cent of youngsters completing YTS placements in Norfolk got jobs in 1984. This is a good figure for a region which is not noted for its prosperity, but it still means that a lot of people were disappointed. Those who work alongside youngsters will tell you how upsetting it is to say goodbye to hardworking, hopeful young folk who have tried hard for a year and who have just begun to experience the satisfaction and self-respect which comes from being part of a happy working team.

Next day I was in Barnsley where the picture is as bleak as you would expect. About half of the town's 3,500 16-year-old leavers go on to YTS. For the rest

the choice is more or less between further education and unemployment. Of those on YTS some 60 per cent are destined also to join the dole queue. Seventeen-year-old Alan Braithwaite, who I met on the shopping precinct, decided when he left school not to go on YTS. After a year of daily visits to the Jobcentre he was taken on as a

trainee vehicle parts salesman. "I only got it because the manager knows me. The friend who was with him, Lee Keith, is still at school and wants to be a motor mechanic. Lee had a steady eye and a hopeful look that I found it difficult to meet."

Barnsley is in the heart of coal-mining country and at one time the NCB would take on each year in this one area alone 350 16-year-old apprentices. Needless to say all this has stopped. Last year the board did take a few YTS clerical replacements but they had to be laid off during the strike and because they are restarting them this year no new ones are being accepted. "There is really nothing opening up," said Derrick Fielding in the careers office. "The Midland Bank built its new computer centre near here and we were shown round, mostly I think so they could show us that there are no new jobs there!"

A look at unemployment in my own area did little to relieve the gloom. Of Nuneaton and Bedworth's 2,000 fifth-form leavers some 800 go to further education and 1,100 go on to YTS and about 100 get actual jobs. And of the people going to YTS about 40 per cent will not be employed after their placement.

The YTS itself, of course, is still quite new and still changing. Some careers officers tend to be cautious about it feeling that whatever judgements are made now may be modified once initial enthusiasm has waned and slack been taken up.

Kevin Murphy who runs a hairdressing salon just up the road from me argues that YTS helps both him and the youngsters he takes. "I can take two where I would previously have only one, and if I train them well they will help my business to build up so that I can keep them both on."

Certainly Kevin did exactly that last year. This year he has started 16-year-old Cherie Jacques, yet another hopeful, a slightly anxious and very pleasant youngster who is very conscious of her good fortune. "I used to come as a customer and I hoped that I would get a job here."

You can hold a variety of opinions about the mechanisms governing the employment of school-leavers. You may feel, as did one industrial training officer I talked to, that we are moving to a time when every one in the 16 to 18 age group will be in a flexible mixture of training, education and job experience. Or you may agree with Coventry MP Dave Nislist, well known as a campaigner for young workers, who suggested to me that YTS is "another method of artificially reducing the dole figures and of forcing down the general level of young people's wages." Nislist is particularly concerned about the £26.25 a week allowance about which he gets many letters and which he considers to be at least £14-a-week too little.

Whatever the truth of the matter I find it difficult to forget the people behind all the figures. Lee Keith, hoping for a job when he leaves school, Sean Revell, the vegetarian would-be sign writer, Cherie Jacques, living out her ambitions among the hair dryers - and Derrick Fielding, trying hard to be a caring and effective careers officer in a town with no jobs. What stood out for me was their good humour, their anxiety to do well and their sheer niceness as people. It is to our shame that we have built a society which bids fair to kick them in the teeth.

When I left Barnsley last week we passed the Midland Bank computer centre which had been mentioned to me by Derrick Fielding. It really is a remarkable looking place - all ventilation shafts and security fencing. Local rumour has it that it is really a wartime hide-hole for the government and everyone knows someone who has a sister who is a cleaner there and has seen an underground railway line which comes in straight from London.

Arrant nonsense, of course, which I believe implicitly. To sit in the vault of a bank surrounded by high technology while the world dissolves in flame will after all be an entirely appropriate apothecosis for our leaders.

Gerald Haigh

## Having your royal cake...

Should you eat your Christmas dinner when people are starving? Should I have gone to a Buckingham Palace garden party with the wife of our deputy chief education officer. All in all, we had a pretty good time culminating in my wife smuggling out some royal chocolate cake in her hat which will never be the same again.

versation with an air vice-marshal (my larynx insisted on calling him "sir") even though my brain was willing it to desert) and failed to catch the eye of our deputy chief education officer. All in all, we had a pretty good time culminating in my wife smuggling out some royal chocolate cake in her hat which will never be the same again.

## NOTICEBOARD

## PEOPLE...

Mr Lesley Bullman, deputy head of Abbey Wood school, to be head of Kingsdale secondary school, also in south-east London.

Mr F. B. B. Smith, to be head of Croftfields school, Reading, on the retirement of Mr Roy Stillman next year.

Mr Geoffrey Marmion, head of Wakenham school, Shrewsbury, to be principal of New College, Taif, from September.

Sir Claus Moser, head of government statistical services and Warden of Wadham College, Oxford, to be Chancellor of the University of Keele, in succession to Princess Margaret, who is retiring.

Professor Sir Randolph Quirk, vice-chancellor of the University of London, to be President of the British Academy in succession to the Reverend Professor Owen Chadwick.

The Senate of the University of London has appointed Mr Peter Howell as Principal. He became clerk of the court in 1982.

The Batsford Townsend Warner History prize has been won by The Hill, Harpenden.

First prizes in the Impressions Gallery National Portrait competition for children have been awarded to Lucy Cartwright, Oxfordshire; Ben Morris, Oxford; and Nancy Ashford, Argyl.

Butler's Court County Combined school, Beaconsfield, has been awarded first prize in the section of the BTA Studycards competition concerned with schools' overall performance.

September 8-13 Development plans for work-related (NUT) - a further

Education Staff College study conference for directors of education, assistant education officers (FE), FE advisers and inspectors, principals of colleges and MSC training division area managers, Details from the registrar, FESC, Coombe Lodge, Sligo, BT23 8RG.

September 20-22 Politics Association conference on "Political polarization and political education in the 1980s" at Burwalls, the University of Bristol Conference Centre, Leigh Woods, and 18 in central London. Subjects include media, privatization, basic acting and text interpretation. A production workshop will also begin in September. It will meet on Sundays for 12 weeks and culminate in a performance at the end of term. Full details from Peggy White, BTA 9 Fitzroy Square, London W1P 6AE. The fee for acting workshops is £50 and for the production course, £10.

September 22-24 "Jobs in retail" - a residential CRAC course for undergraduates considering a career in retailing and distribution at Royal Holloway College, University of London. Fee £25. Details from Jennifer Woolhead, University of London Careers Advisory Service, 50 Gordon Square, London WC1H 0PP.

September 25-27 "Special needs" - a specialist of Careers Officers short course at Collingwood College, University of Durham for teachers of pupils with special needs. LEA advisers and psychologists, careers officers, employers and YTS managing agencies, statutory and voluntary bodies. Details from ICO, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.

October 1-2 "Micros in the primary curriculum"

October 12-13 The Education Department at the National Theatre is organizing a "Challenge" at the National Theatre, South Bank, London SE1 9PX.

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## COURSES...

From September 21 The Young Theatre Association - the junior division of the British Theatre Association - will hold Saturday morning workshops for young people aged between 12 and 18 in central London. Subjects include mime, improvisation, basic acting and text interpretation. A production workshop will also begin in September. It will meet on Sundays for 12 weeks and culminate in a performance at the end of term. Full details from Peggy White, BTA 9 Fitzroy Square, London W1P 6AE. The fee for acting workshops is £50 and for the production course, £10.

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## EVENTS...

September 13-15 The 29th Schiller Weekend will be held at Penland House, south-east London, and will include the Christian Schiller Memorial Lecture on September 14 at 11 am at Goldsmiths' College, to be given by Arthur G. Razzell. Details from Len Cowie, 15 The Gateway, Woking, Surrey GU24 5SN.

October 5 "Loving - unconditionally or conditionally" is the title of a workshop on teaching parenthood in schools organized by the National Childbirth Trust, and led by Beryl Kingston and Rosaleen Heslhead. It will be held at the NCT headquarters, 9 Queensborough Terrace, London W2 3TB and the fee is £25. Details from Carole Myer, Education Committee at the above address.

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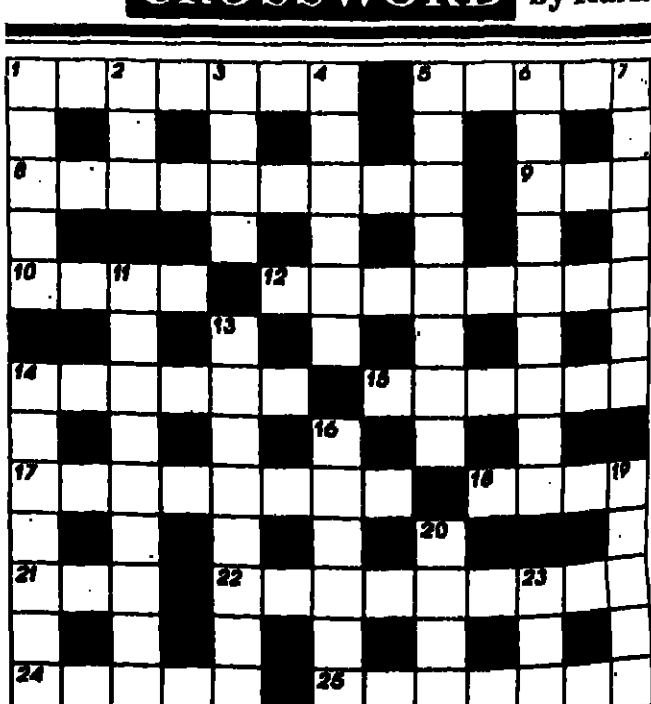
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## No 214 CROSSWORD by Rufus



- Across**
- 1 Today's most popular writer (7)
  - 2 Regard as fun for the children (3)
  - 3 Soldiers in camp - sorry, on manoeuvres (4, 5)
  - 4 Article used for tea (4)
  - 5 It's unchanged when returned to me (4)
  - 6 Went and put it right (8)
  - 7 Slightly exaggerate an account and blash (6)
  - 8 Excess fondness for female without attachment (6)
  - 9 Think a friend is about to prepare a book (8)
  - 10 We bear it (4)
  - 11 Parts of a clutch that are easily broken (3)
  - 12 Rouse the fiery Celt, perhaps (9)
  - 13 Conspire (payment) to be precise (5)
  - 14 It may need a jack up before being repaired (7)
  - 15 They may be strong up by the neck (5)
  - 16 One who leaves without to beat (3)
  - 17 Prepare to go forwards on the Rugby field (4)
  - 18 They tend to bury up before the ship rounds the point (6)
  - 19 One who leaves willingly (8)
  - 20 A host has to put a word of thanks in (9)
  - 21 A town-brodder machine-maker (11)
  - 22 Mother twice takes in the older variety of play (9)
- Down**
- 1 Not quite free to give the result of the division (8)
  - 2 Settles down to make notes (7)
  - 3 Emphasize it's a cause of tension (6)
  - 4 Pen has the French way of writing (5)
  - 5 A spot of trouble over a pupil (4)
  - 6 I'm quiet - but probably won't be (5)
- Solution to puzzle 213**
1. Today's most popular writer (7) - **WILSON**
2. Regard as fun for the children (3) - **LOVE**
3. Soldiers in camp - sorry, on manoeuvres (4, 5) - **ARMY**
4. Article used for tea (4) - **TEA**
5. It's unchanged when returned to me (4) - **ME**
6. Went and put it right (8) - **RIGHT**
7. Slightly exaggerate an account and blash (6) - **BLASH**
8. Excess fondness for female without attachment (6) - **BLUSH**
9. Think a friend is about to prepare a book (8) - **BOOK**
10. We bear it (4) - **WE**
11. Parts of a clutch that are easily broken (3) - **CLUTCH**
12. Rouse the fiery Celt, perhaps (9) - **CELTIC**
13. Conspire (payment) to be precise (5) - **CONSPIRE**
14. It may need a jack up before being repaired (7) - **REPAIR**
15. They may be strong up by the neck (5) - **STRONG**
16. One who leaves without to beat (3) - **BEAT**
17. Prepare to go forwards on the Rugby field (4) - **FORWARD**
18. They tend to bury up before the ship rounds the point (6) - **BURY**
19. One who leaves willingly (8) - **WILLING**
20. A host has to put a word of thanks in (9) - **THANKS**
21. A town-brodder machine-maker (11) - **TOWNBRODDER**
22. Mother twice takes in the older variety of play (9) - **MOTHER**

## THE TIMES Educational Supplement

FRIDAY AUGUST 9 1985 NUMBER 3600

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ILEA expects windfall from banks and building societies  
Backing grows for schoolbook adverts plan

by Mike Durham

Plans to advertise in school exercise books are being looked at by several local education authorities - including the Inner London Education Authority.

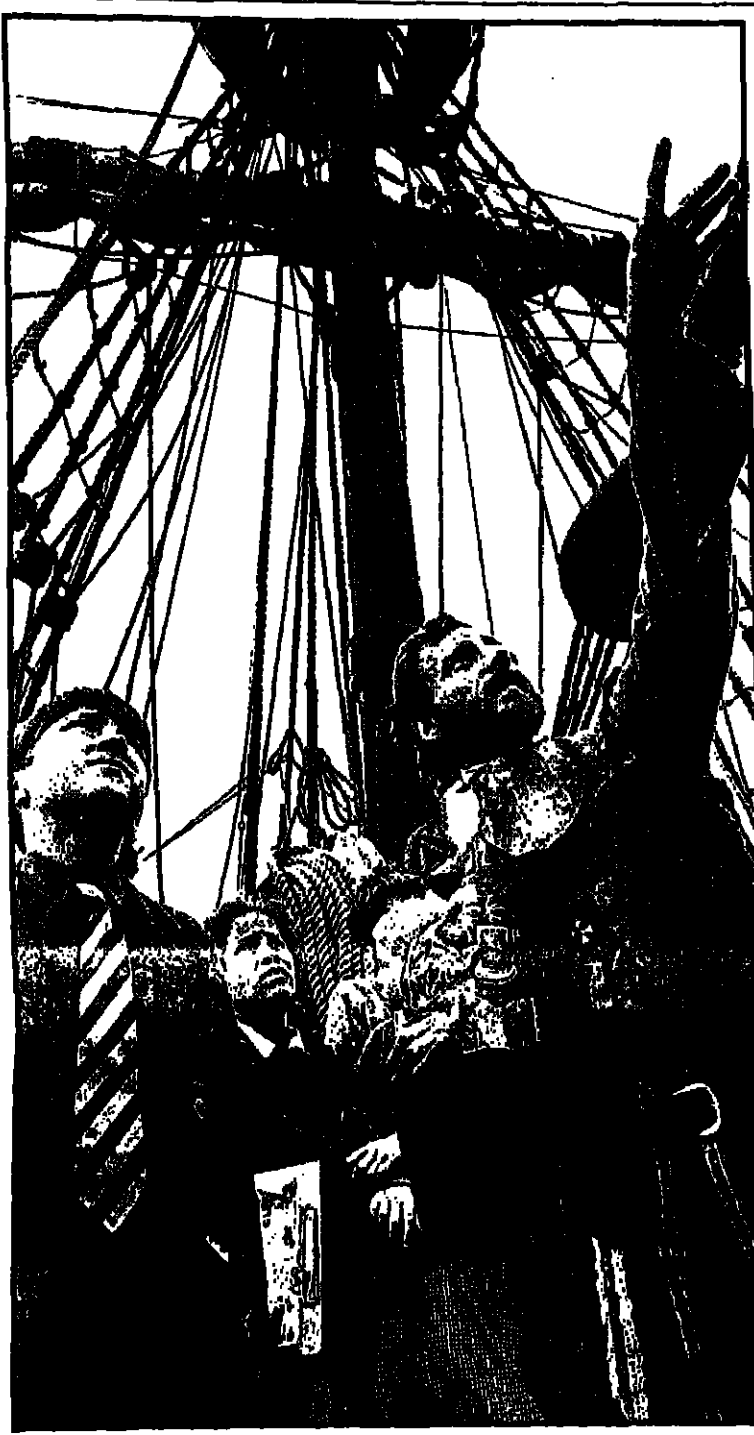
Already Strathclyde Council in Scotland, Britain's biggest education authority, has announced its intention to place advertisements for the Royal Bank of Scotland on back covers.

This week the ILEA, which distributes millions of school exercise books to pupils every year, confirmed that it will follow suit.

The Strathclyde initiative follows a request from the Labour chairman, Dr Malcolm Green, to investigate ways of earning money in the education service.

The decision has yet to be given formal approval. But education officials estimate they can earn more than £100,000 from the authority's output of 7½ million exercise books a year.

A £2,850 booking for full-page advertisements from the Royal Bank of Scotland has been received by the



Avast there: Children from the Gateway School, Great Missenden, visiting the Golden Hind, a full size replica of Sir Francis Drake's ship. The ship, which has circumnavigated the world herself, is sailing round the country on tour for school parties to visit. At present she is at Great Yarmouth, and is due at Plymouth on September 5.

Photo: Judith Passov.

## Dispute flares over Barnet 'packing' claim

A row has broken out in Mrs Thatcher's Finchley constituency in the London borough of Barnet over alleged "packing" of school governing bodies by Conservatives, Mike Durham writes.

Leaders of the Tory-controlled ILEA have been accused of turning their backs on a long-established procedure for political appointments. Labour members claim their representation on governing bodies has dropped by 30 per cent.

In one case a former Labour chairman of the governors at a Catholic secondary school was removed and replaced by a Conservative. The number of Labour governors has dropped from 90 to 73.

The authority is the third Conservative-run ILEA in recent weeks to be accused of packing its governing bodies. Similar disputes have erupted in Buckinghamshire, and Hereford and Worcester.

The review of governing body composition took place to bring the ILEA into line with the 1980 Education Act, which requires elected parent and teacher governors to be given places.

Labour group leader Mr Geoff Cooke claimed the Conservatives had cut Labour seats because they feared loss of control under the new system.

"The purpose is quite clear - to stifle discussion and to avoid criticism of what is going on in individual schools by people who ought to know."

"From time immemorial, appointments have been on a pro-rata basis according to the number of councillors. This time we have not been given anything like the number we ought to have."

Labour has 22 per cent of the seats on Barnet council. Under the new rules they have been allowed one appointee on each county school governing body, and some voluntary aided schools have no Labour representatives at all.

Conservative education chairman Mr Roy Shutz was not available for comment. The composition of school governing bodies is one area of concern being investigated by the Widdicombe inquiry into local government practice.

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Evidence to inquiry, page 6

## THIS WEEK

|                                  |        |
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## Out of bounds

A head has come under fire for allowing parents into the staffroom.

Parents learn too  
Parents are joining their young children at school in a scheme being developed in Liverpool. 10

Euro-throat  
The EEC threatens court action against Britain over student

## Platform

Morris Kaufman is concerned that YTS will not be checked for quality.

Tie or die  
Why is the naked neck taboo in class?

Rome in a day  
Living history as holiday fun

## Arts/Books

John Ruskin: Leslie Geddes-Brown visits the Ruskin gallery in Sheffield and Frances Spalding reviews a new biography.

Michael Clarke reports from the Design Dimension Summer School; Mike Durham previews the Vietnam Veterans Ensemble Theatre Company's *Travels*; Hugh David on the Penguin Poetry Library; Linda Joffe on

Poetry Library: Linda Joffe on

## NUT loses Burnham majority

by Richard Garner

The National Union of Teachers has lost its stranglehold on the conduct of pay negotiations as a result of the review of teacher membership carried out by Sir Keith Joseph, the Education Secretary.

The move - which is bound to have a significant effect on the conduct of negotiations - is likely to leave the teachers' side with a split leadership in future.

At present, both the chairman and the leader of the teachers' side - Mr Don Winters and Mr Fred Jarvis - are members of the NUT but there will now be pressure for one of those posts to go to a representative of another union.

Mr Jarvis is likely to remain as the main negotiator but will, in future, have to take a member of another union to any secret informal talks with the employers. In addition the NUT will have to reach agreement with at least one other union to determine pay policy.

The new panel proposed by Sir Keith would have 13 NUT members, seven members of the National Association of Schoolmasters/Union of Women Teachers, four from the Association of Masters and Mistresses Association, two from the National Association of Head Teachers and one each from the Secondary Heads Association and the Professional Association of Teachers.

In effect, all the other unions retain their seats while the NUT loses three. The National Association of Teachers in Further and Higher Education - which has no members in primary and secondary schools - loses its seat but Sir Keith is recommending it should have observer status.

The membership returns of the unions were as follows: NUT 216,138, NASUWT 115,611, AMMA 64,636, PAT 21,260, NAHT 19,932, SHA 3,939 (of whom 2,484 are heads). Thus the NUT now represents about 49 per cent of the total, compared with 54 per cent the last review took place in 1979.

Sir Keith has told the unions they can have until the end of September to make comments upon his proposals and that he intends to make a final decision early in November.

The new-look panel will therefore have no impact on deliberations about his new £1.25 billion package for a new contract for the profession - which he has said he will withdraw in October (the time for fixing the rate-support grant settlement) if there is no agreement in principle on a new structure by then.

The NUT is planning to object to the new proposals - pointing out that the effect of them is to add significantly to the influence of headteachers on the work of the panel. Whilst the criteria for membership of all the general unions appears to be about the same (one member per 16,000 members) it is significantly fewer for the head-teachers' unions.

Pay round up page 5

John Bald reports from the United Kingdom Reading Association conference; Paulene Bleach on a European conference on new information technologies; Nick Baker visits a summer camp and Hugh David interviews Edward Barnes, BBC TV's head of children's programmes; about drugs at

Grange Hill and the coming of

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EDUCATIONAL SUPPLEMENT  
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## Almost, not altogether ...

In his latest intervention on Monday, Sir Keith Joseph put some figures to his idea of a new deal on the teachers' contract and salary structure. He outlined a four year package starting next year, on top of what is already provided in Government expenditure plans for pay, worth £1,250 million gross (that is, including National Insurance, superannuation, etc). This would mean an extra 2-3 per cent or so in 1986-87 rising (other things being equal) to around 8 per cent by the end of the decade.

To get this, the teachers would have to call off their industrial action and, by October 1986, reach a "firm agreement in principle" in accordance with Sir Keith's May 22 pronouncement on teachers' duties, and on a revised salary structure incorporating "substantially more promotion opportunities". The statement makes no reference to the 1985 settlement. The Government is standing by its decision to let the I.C.M.s stew in their own juice this year.

Does this latest move provide the prospect of a way out of the present impasse? Sir Keith would like to believe the current pay dispute can simply be swept aside so that attention can be concentrated on 1986 and after and the genuinely important questions of the contract and a new salary structure. But is this realistic?

Who knows how much this particular helping of jam tomorrow is going to be worth when it comes - much of it, not till after the next general election? The 1986-87 figure - 200 millions - has to be made to go a long way. Not only must it cover the first stage of restructuring and incentives for shortage subject teachers; it must also meet any extra payments for lunch time supervision, whether to teachers or anyone else.

To assess Sir Keith's eleventh hour attempt to break the log jam, it is necessary to stand back and try to analyse the basic ingredients of the present pay dispute.

The attempt to resolve the dispute is hideously complicated by the several roles played by the Secretary of State. Though not a direct party to any dispute between the teachers and their employers, Sir Keith is attempting to exercise what might be likened to prerogative powers based on his residual responsibility for the system as a whole, and to dictate terms to both sides.

### The teachers' side

It is common ground that teachers' pay has failed to keep pace with the movement of salaries in the country as a whole over a number of years. Exactly how much teachers have fallen behind is open to argument: base-line dates are always contentious. What is not in contention is that the Houghton committee in 1973 and the Clegg Inquiry of 1979 were about "catching up", not leaping ahead. The pay data study carried out for the Burnham Committee supports the teachers' claim that they would need to get a rise of 30 per cent to repeat the catching up exercise.

This, therefore, lies at the heart of the teachers' pay demand. It is brushed aside by politicians and

(the employers) to further, Houghton-related rises in the years ahead and to a joint approach to the Secretary of State to release the funds.

The teachers' minimum cash demand for 1985, however, is far from being unreasonable. Were it to come before a team of arbitrators, it is certainly not obvious that it would be thrown out of court.

When the negotiations on salary structure and the teachers' contract reached their climax in November 1984, the NUT used its hegemony on the teachers' side to head off the local authorities' attempt to link better pay for teachers to a new agreement. By so doing, they blocked any progress along the only avenue available to the employers, and ensured that the dispute would become a full-scale confrontation.

The opponents of a deal on structure and contract argued that they could only "sell" the contract once, and that in any case there was no sign that the local authorities could afford enough to make it worth the teachers' while. Moreover, they correctly judged that there was little likelihood that any deal favourable enough to appeal to the NUT would get past Sir Keith.

To scupper the contract and structure talks was a victory for the hard-liners in the NUT, but it marked another step towards the isolation of the union on the teachers' side.

### The employers' side

Life for the employers has been complicated by the political changes brought about by the May 1985 local elections which ended the Conservative control of the management panel.

Their major objective for the 1985 negotiations was a new teachers' contract. It was their hope to bring to a successful conclusion the negotiations in the CLEA/school teachers committee working party which had, since 1981, been trying to thrash out a new contract along with a new pay structure.

The working party ran into trouble in the summer of 1984. It became clear that the National

Association of Teachers' Centres (NATC) was not prepared to accept the teachers' side to the negotiations. Disowned by the DES, rejected by the NUT, the interlocking proposals for a contract and a salary structure disintegrated. All the authorities had gone to raise the teachers' expectations and go on record with what amounted to an abortive offer favouring the rank and file and offering little to the more ambitious.

When it came to the negotiations in Burnham, the management panel - that is, the authorities plus the DES - first offered 4 per cent, raised in May to 5 per cent and then, in July, after the replacement of Conservative Philip Merridale by Labour's John Pearson, made an offer which formally added up to 3.8 per cent, end-loaded to 6.4 per cent. Informally, Mr Pearson explored the chances of a settlement at 6.2 per cent end-loaded to 7 per cent.

Early attempts by the authorities to make the end-loading dependent on a commitment to, and/or agreement on, a new contract and structure deal were not pressed.

### The Secretary of State

Sir Keith Joseph's position has been equivocal throughout, notwithstanding his claim to have made his position clear. Only now has he been prepared to spell out a cash offer.

Sir Keith wrote to the authorities and the teachers in July 1984 signifying that if a satisfactory agreement on contract and structure could be achieved he would seek Cabinet approval for additional money. He also made clear his own prior commitment to appraisal as part of the package. When the authorities saw him with their draft proposals in November he signified that 7.5 per cent on top of some inflation-related increase was "out of reach". A DES official was a member of the working party, and no doubt had kept his colleagues in touch with what was going on, but he had not been authorized to give the I.C.M.s a clear outline of what Sir Keith wanted.

As the dispute has dragged on Sir Keith has repeatedly reminded the I.C.M.s and the teachers that there could be no more central government money for a 1985-86 settlement, whatever Burnham might decide. In May of this year he set out his own requirements for a 1986 structure and contract agreement. This, he said, would have to be reached by October 1985 in order to be funded in the 1986-87 Rate Support Grant. He also expressly warned that if the I.C.M.s settled on too high a figure for 1985-86, or included in their settlement on-loading which increased their prior commitments for 1986-87, he could not undertake to cover these in future RSG.

As for appraisal, had Sir Keith come forward with a clearly-articulated appraisal proposal and offered to discuss it with all comers, it would have been one thing. What he did was quite another. He began to demand appraisal without having first cleared in his mind, or with anyone who might have to administer such a scheme, how it would work. Because he had earlier indulged in loose but headline-grabbing talk about sacking ineffective teachers, it was inevitable that any

remarks he made about appraisal would be linked in many minds with punitive measures against teaching staff. This was no hazard. But he also left vague the nature of any link between appraisal and the pay of individual teachers.

The context of his early remarks suggested merit pay and awards to teachers on the basis of favourable appraisal. (The parallel movements in this direction in the United States added their own overtones.) But the fact of the matter was that he didn't know exactly what he wanted, but that his ideology led him to stress links between appraisal and pay, which made mischief and raised obstacles in his own path.

By any standards it has been a most incompetent performance by an experienced Minister. It and with totally inadequate preparation. Only now - in his remarks to the Select Committee at the end of July - has Sir Keith, impressed by the

evidence assembled by Duncan Graham, the Suffolk CEO, come to any clear appreciation of the function of appraisal as part of a full programme of staff development. Such staff development would be linked to a change in career structures which would create a range of promoted posts for career class teachers, in addition to those posts attached to specific departmental or pastoral responsibilities. Appraisal, once introduced, would become an important aid in selecting candidates for jobs of all kinds, but could serve much wider ends.

By the time he spoke to the Select Committee Sir Keith had also become aware of the increased difficulties of recruitment and retention in the shortage subjects and he made it clear that part of any funds made available for improvements in the career structure would also be directed to extra incentives for teachers of these subjects.

### Conclusions

In the light of all this, how does Sir Keith's new offer stand up?

1 Sir Keith's failure to have anything constructive to suggest for 1985 sticks out like a sore thumb. He is so keen to punish the teachers for their presumption this year that he has prejudged his attempt to win their cooperation for next. Before there can be progress on Sir Keith's peremptory package, there has to be a 1985 offer to the teachers which is at least as big as the rise in the Retail Price Index - which means 7 per cent. And Sir Keith Joseph and his Cabinet colleagues should come to terms with this in their base-line calculations for RSG in 1986-87.

2 Sir Keith still has not shown beyond doubt that he understands that no scheme for selective awards to "successful" teachers is any substitute for a reasonable salary for those who do not qualify for these awards. No juggling with phrases like "recruit, retain and motivate", carried over from the Top People's pay explosion, can make sense if it ignores the large numbers of teachers on whom the schools depend who are never going to get promoted to any "master teacher" grade.

3 Sir Keith's statement on Monday was helpful in one respect. It made it clear that the £1,250 million package is on top of the money already expected to be provided in Government expenditure plans for annual pay reviews - ie the normal, inflation-related pay awards.

Assuming the teachers were to get pay rises between now and 1990 amounting to the rate of inflation plus an unindexed £1,250 million, the result would certainly add up to considerably less than the restoration of Houghton relatives, and, individually, of course, it would imply a new set of differentials. But nobody should delude themselves into believing that Houghton is there for the asking - not from this Government, nor yet from any headed by Mr Kinnock or the Alliance leaders. Any salary improvements will have strings like these attached.

4 There remains a need to find better ways of coping with Burnham breakdown. Most of the possible changes depend on one form of arbitration or another, more or less binding, more or less compulsory. For the sake of the education service, alternatives to main force and ignorance need to be explored within the context of a reform of Burnham, the requirement for which has been precipitated by the authorities' unilateral decision to end the concordat. It is time everyone - including Sir Keith - examined the long-term consequences of the present strife and invested some time (and even some reputation) in the search for a better way. Ending the NUT's voting control is right, but is no sufficient answer.

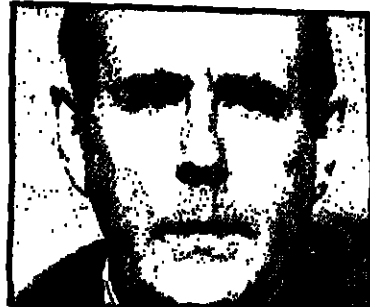
### no comment

"Mrs June Morris retired at the weekend after 26 years as a teacher at Lynton C of E Infant School... and during those 26 years Mrs Morris has served under three vicars, three head teachers, and three caretakers at the school."

From the Lynton Times, July 27, 1985.

## 'Degree mills': private body seeks minister's retraction

by Hilary Wilce



Peter Brooke



Lyndon Jones

A private examining body is demanding a full retraction of criticisms made of it by Under-Secretary of State for Education, Mr Peter Brooke.

The Institute of Commercial Management, which offers business studies courses - mainly to students abroad - says its examinations have been banned in Singapore from next year, and claims it has lost a £150,000 contract with the Malaysian armed forces after Mr Brooke told the Foreign Office of his "concern" about the Institute's qualifications. This information was passed to British embassies and foreign governments.

However the ICM claims that Mr Brooke has been the unwitting victim of a smear campaign against it by a rival organization.

It is now seeking injunctions against the organization, the Association of Business Executives, and its chairman, Mr Lyndon Jones, who is also the principal of South West London College, an inner London further education college, and the former director general of the Association, Mr Ken Cooper, alleging defamation.

The Institute would be also claiming "substantial damages". Mr Alistair Somerville Ford, its director, said this week.

Last year the Association of Business Executives, which like the ICM offers business courses and qualifications to overseas students, wrote to say British university and polytechnic ABE had been running in its stead against "degree mills". The campaign also referred to claims by the ICM that students who held its qual-

ifications could use them to get into British higher education institutions.

Following this, Mr Jones went to see Mr Brooke at the DES, accompanied by Mr Reg Prentice, a former Education Secretary and president of ABE, to discuss the status of some qualifications issued to overseas students. As a result of this meeting Mr Brooke wrote to Mr Tim Renton, junior minister at the Foreign Office, about the ICM.

Mr Brooke also wrote a letter to Sir William van Straubenzee, chairman of the Commons select committee on education, who had expressed concern about certain degrees saying he was "quite content" to accept the judgment of Mr Jones on this matter as he had recently been appointed to an accrediting body for correspondence courses.

The Institute of Commercial Management was set up in 1973 and says it has between 7,000 and 8,000 students registered at any one time. It claims that about 12 per cent of students go on to higher education and lists the Universities of Strathclyde, Stirling, Bristol and Kent, and Portsmouth and

Kingston Polytechnics, among the institutions that have taken on former ICM students.

Mr Somerville Ford said this week that the Institute's examinations were externally set and moderated. The independent examining board was chaired by Mr Joseph Chilver, a former senior lecturer at Dorset Institute of Higher Education and a well-known business studies author, he said.

Mr Somerville Ford, an international property dealer, said the ICM was a non-profit making organization and he got no direct benefit from it, although he admitted his other business interests benefited indirectly through contacts made through students.

Mr Walter Balfour, director general of the Association of Business Executives, said: "The ABE, as a body, does not indulge in dirty tricks against anyone. Mr Jones has his personal views on the status of a lot of associations, and I know that he does not regard ICM as coming up to the highest British educational standards".

## Charity loss would hit public schools

by Bert Lodge

Independent schools would have to make their fees by £71 per pupil to make up the loss in revenue if a future Labour government removed their charitable status, according to new figures out this week.

Yet fees have been rising in recent years by substantially more than that, in article in the latest edition of Charity Statistics points out. In 1981-82, average fees rose by £385 a year and in 1982-83 they rose by just over 10 per cent - considerably more than inflation.

The authors, Dr John Posnett and Mr Jim Chase of York University, conclude that only about 3.9 per cent of the income of charitable schools comes from the tax relief they enjoy.

But this figure can be misleading, they say. This is because only 56 per cent of independent schools are registered as charities although their fee income is 73 per cent of the total. This is because virtually all the big public schools are charitable and these are the schools with the highest average income. If the public schools are excluded a majority of the remaining 1,877 independent schools do not have charitable status.

"This is not something which we had expected and it raises a number of interesting questions about the precise benefits of charitable status to independent schools", the article says.

The authors admit that they are not yet in a position to examine minutely all the benefits, but they point out that it is the public schools which would bear the brunt of losing charitable status. "To particular schools, and especially those with substantial endowment income, the value of the fiscal benefits of charitable status will be significant", they say.

Charity Statistics 1984-85. Charities Aid Foundation, 48 Pembury Road, Tonbridge, Kent. £11.00.

## Notts ban within law

Sir Keith Joseph this week told Nottinghamshire education authority that it had not acted unreasonably in excluding pupils at independent schools from using council facilities.

He was asked by local Tory MPs in February to exercise his powers to direct a local authority judged to be acting unreasonably after it was revealed that one of the independent schools affected by the ban was a day school for autistic children. They would no longer have had free access to a swimming pool.

After a public outcry the Labour-controlled council climbed down from this decision. It also decided to allow independent school pupils already playing in music schools and orchestras to continue.

In a letter to Mr Martin Brandon-Bravo, Conservative MP for Nottingham South, Sir Keith acknowledges the Sections 68 and 99 of the 1944 Act to make a direction upon a local authority if it is acting in a manner "which no sensible authority, acting with due appreciation of its responsibilities, would have decided to act."

But in the light of Nottinghamshire subsequently modifying its policy, "I do not believe that there are grounds for me to intervene."

Sir Keith also took note of the authority's argument that its actions derived from the need to maximize the opportunities available to maintained pupils.

In a note of encouragement to Mr Brandon-Bravo he adds: "There is always a possibility that a court might take a different view from mine."

In another letter to the authority Sir Keith stresses that it is the narrow definition of "unreasonable" adopted by the courts which has influenced his decision.

He adds: "The Secretary of State is nevertheless concerned that the authority's actions have limited the access of independent school pupils to educational opportunities that had previously been available to them. He believes that those actions run counter to the spirit of cooperation between the maintained and independent sectors which was written into the Educa-

## Call for clarity on L.e.a. slogans

The Widdicombe Inquiry into local government practice has called for a clarification of the law to prevent local authorities from mounting some types of publicity campaign on the rates.

But in an interim report, the Inquiry says it sees no need for any changes in section 142 of the Local Government Act of 1972, which sets out the ground rules for local publicity.

It was under this section that the Inner London Education Authority was successfully taken to court over its anti-rate-capping slogan, "Education cuts don't heat". The judge ruled that it set out to persuade, not inform the public.

The Inquiry team has urged an express ban on party political advertising, and called for new legislation to force councils to keep separate accounts for publicity spending.

The Government has invited bids from English local authorities for education support grants worth £40 million in 12 different subject areas in 1986-87.

L.e.a.s have until October 1 to apply for the money, which has been held back from general educational spending. This year about £30 million was made available and, despite initial opposition, all but one of English L.e.a.s applied.

The main new category in 1986-87 will be support for local projects on drugs to schools, colleges, youth workers and teachers. It will cover training in these skills where necessary.

Other new schemes next year include £1.2 million to aid parents of under-fives with special educational needs; £200,000 for computerised learning aids for the handicapped in FE colleges; £500,000 for strengthening

college-employer links in non-advanced further education, and £100,000 for training school governors.

The primary science support grants will be extended to cover technology in the primary curriculum, for which £2.5 million is to be made available.

The other categories are:

- the curriculum in rural primary schools (£450,000)
- pilot projects for education in a multi-ethnic society (£1 million)
- launch of PICKUP courses for re-training in further education and industry (£1.6 million)
- information technology in non-advanced further education (£9 million)
- education and guidance for the unemployed (£1.6 million)
- computer-based management information systems for further education colleges (£1 million)

Authorities are invited to make detailed submissions in each of the 12 categories.

## Liverpool heads want urgent Government aid

by Mike Durham

Headteachers have warned of wholesale school closures in Liverpool next term, unless the Government steps in to ease the city's worsening financial plight.

The National Association of Head Teachers says in letters to the Education and Environment Secretaries that the consequences of Liverpool running out of money would be extremely severe.

It asks Sir Keith Joseph to state how he would maintain education services in Liverpool if the city were to go bankrupt in the autumn.

The NAHT, which represents more than 200 heads in the city, tells Mr Patrick Jenkin, the Environment Secretary, that teachers' salaries are the largest component in the education budget, itself the biggest single item of city spending.

If the city runs out of money, teachers would face not being paid, schools could be closed even with examination classes in progress and there would be social and professional damage.

"The stark reality of the situation is that urgent action must be taken to stop this threat to essential services", the NAHT's general secretary, Mr David Hart, writes.

The NAHT does not support the city council's decision to levy an illegal rate. "I am quite sure the blame can be placed on both the local authority and central government, but the fact remains that something urgent will have to be done".

Meanwhile Liverpool's financial crisis seems certain to stagger on until at least the autumn. Teachers have been paid their holiday wages and the next

pay cheque is not due until mid-September.

City councillors have agreed a deficit budget and are unable to levy a supplementary rate to plug the £20 million gap. Last week they were warned not to expect more loans from the Public Works Loan Board until they had passed a legal budget.

Pressure on the city has also been increased because the Government has announced that it is reducing the level of Rate Support Grant paid to the city from this week.

One way to break the deadlock before the money runs out is for an individual or pressure group to challenge the city council's deficit budget in the High Court.

This week it emerged that National Union of Teachers leaders in Liverpool had been approached by Mr Patrick Jenkin to do this. But the teachers, in common with other local groups, have declined.

Another possible end to the crisis could come if the district auditor issues surcharge certificates to Labour councillors. He has already warned 49 councillors of the possibility of having to find £106,000.

They could then be disqualified from office and debarred as councillors. One observer said: "There would then be a Liberal and Tory council for 40 days while by-elections were organised."

"We would expect the remaining councillors to use the opportunity to balance the books".

Liverpool Labour leaders claim that without government money the city faces a choice between a 90 per cent rate rise or the loss of thousands of jobs, including those of 700 teachers.

## Fitter: Burnham rate

by Richard Garner

A novel extra-curricular activity has been added to the ever-growing list of teachers' duties and responsibilities. An Oxfordshire school was told it would cost £1,060 to fit a new extension to its gas services. This was based on the assumption that gas fitters would remove the existing wood panelling.

However, a letter from the county council's engineering department said: "The overall costs of the work involved could be reduced by approximately £500 if the wooden panelling, etc, was removed and replaced by a member of the teaching staff."

A National Union of Teachers spokesman said the letter was "a sign of the times", adding hopefully: "I presume this means teachers doing the work rather than being called up in places of the partition."

A county council spokeswoman was able to reassure the union on that point. "We do have some parent teacher associations in some schools

who volunteer to carry out some repairs for us," she said. "In this Chipping Norton school there was a particularly able craft teacher who could remove the wooden panelling."

Meanwhile, at least one Conservative MP, Mrs Peggy Fenner from Rochester and Chatham, might agree that the teachers should not be doing such work.

Mrs Fenner dismissed local teachers' complaints about school maintenance saying that "teaching quality is more important than decorations on the wall". However, she added in response to their pay complaints: "Pursuing a profession which you enjoy is in itself a partial reward. It is a matter for you to assess the attractions of any other job and any other salary."

A total of 91 teachers from the Howard School in Rainham, Kent, have signed a petition to her protesting at her "complacency".

## L.e.a.s bid for £40m grants

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## Lady Cox resigns as Whip

Lady (Caroline) Cox has resigned as a Government Whip in the House of Lords after only four months in the job.

Lady Cox had already acquired a reputation as an effective advocate of the Government's cause in the Lords, where she was a second-line spokeswoman on education, environment and home affairs.

She is resigning so that she will be free to return to her independent activities in education, notably the study of exam results being carried out by the National Council for Educational Standards.

She told *The TES* this week that she had very much enjoyed her time as a Whip but that she felt she could make her greatest contribution from the backbenches. "I want to speak my mind rather than one held in the cold."



# How YTS could bridge its credibility gap

Morris Kaufman looks with suspicion on Government plans to extend the Youth Training Scheme because there is no serious scheme for monitoring its quality



YTS training... avoiding the cuts, but will the quality hold?

As one who has long since passed his first flush of innocence, I must confess to some perplexity if not suspicion. What is the Government up to on YTS? With cuts the order of the day, with not even a passing glance at the resulting haemorrhage, the recent White Paper Education and training for young people actually proposed an increase of expenditure on YTS. Not much, to be sure. It now intends to spend in two years what it originally promised to pay for one.

But let's give credit where credit appears to be due. They are speaking of adding £125 million next year and £300 million the one after. The purpose: to convert a one-year into a two-year scheme.

Why then the perplexity and suspicion? On the face of it, an extension of education and training from one to two years would seem to many to be a non-controversial and even desirable move. But it does raise some questions which emerge from our experience of YTS to date and from assessments of the Government's unspoken objectives, which may be rather different from those articulated by Ministers and their scribes.

In fact, these questions reach beyond the two-year proposal. They create a dilemma for those who are concerned with the well-being of young school-leavers.

For many years they have campaigned for the provision of part-time education and training for those who have left full-time education. Part-time day-release was the banner under which they rallied.

More recently, the objective has been modified to encompass in-company training. Whatever the detail, such people recognize that with YOP and YTS a significant breakthrough has been achieved. For the first time the need to make such provision has been recognized as vital for the future of the nation as well as a right of young people who have opted to leave school at 16.

After more than 60 years of struggle, that has been no mean achievement. Moreover, anyone with an ounce of compassion would obviously wish to help in any way possible those young people who have been condemned to unemployment at the very moment when they should be taking off with every hope and encouragement on their independent adult life.

Thus, all one's instincts and reflexes impel one to support YTS. But these are reactions that stem from the heart. A dilemma arises from what appear to be the purposes which the Government has in mind for YTS and which do not appear to be restricted to education and training objectives.

In fact, some of them seem to have little to do with the healthy development of young people and much more with the general economic and unemployment policies of the Government. Such objectives make it very difficult to support YTS.

The problem is well illustrated by Education and training for young people. In the section on plans for YTS it outlines its intentions to extend the scheme. It talks about vocational qualifications and other details of its future mode of operation. It even reveals that extended YTS "will ensure that unemployment among young people under 18 will become a thing of the past", presumably by keeping them out of official statistics for unemployment.

But nowhere does the White Paper comment on plans to improve the educational and training quality of its scheme.

Quality, however, lies at the heart of the matter. If it is good and getting better, then we can excuse all sorts of faults. If it is not, the scheme is highly suspect.

Those familiar with the scene will

recall that the MSC correctly identified the main issue when it launched YTS. It was at pains to distinguish it from its unlamented predecessor, YOP, by emphasizing its ambitious objectives, which were "not about youth unemployment", and the high quality of its provisions.

Today, the several thousand schemes in operation inevitably present a spectrum of quality which ranges from the very good to the very bad. The question is, however, what is the direction of YTS as a whole? Are the policies of the Government and the MSC, as distinct from the concerned or exploiting employers, likely to lead to a progressive improvement of the scheme?

The White Paper raises no exaggerated hopes. Its two main features are the extension to two years and the review of vocational qualifications. It is perhaps worth noting on the latter that it appears that the less the

training the greater is the concern with examinations and qualifications. Coincident with the fall in craft and technician training among the young and of adult training in industry, there is a proliferation of qualifications. Now we are becoming agitated about qualifications for YTS graduates.

Before we get too involved in this matter, it might be useful to enumerate the principle that qualifications granted for inferior or shoddy courses are held in corresponding esteem. But all that relates to the cosmetics of the business.

Regarding the intention to extend the scheme from one to two years, one is bound to ask, what is the rationale for a duration of two years? Why not one or three? Has one year proved inadequate? If so, why?

Have the criteria to do with the time necessary for specific job training, "broad-based foundation training of high quality" or quite different considerations having little to do with the quality of the education and training. The Government offers no answers to these or related questions. One can only look at YTS experience to date. Quality and progress towards the stated objectives can be considered under three headings: the in-company provision, the off the job provision and the achieved integration between the two.

All are vital components of the total learning experience, but perhaps the most important is the learning which takes place on the job. It takes up 75 per cent of the ostensible training time and it presents a range of new experiences which can, if properly used, lead young people to the acquisition of skills of all sorts, provide opportunities to exercise adult responsibilities, develop a deeper understanding of industry and the community as well as their own potential. This should all be catered for in a written training programme for each trainee.

This basic requirement is not met for a high proportion of trainees and so the basic document for monitoring their progress does not exist. In fact, no serious MSC monitoring of any kind of the in-company training of individuals takes place at all. There is no system even for carrying it out.

The quality of the provision therefore depends entirely on the goodwill of the employer.

When we note that about 40 per cent of all YTS trainees are in distribution, hotels, catering and repairs, we cannot be too sanguine on that score. That doubt is reinforced by the knowledge that more than a quarter of all managing agents sub-contract their trainees for their work experience and most go to very small companies of which the MSC has no record.

Nor has there been any serious training for the trainers (or supervisors) of YTS youngsters. Despite a grandiose claim in the White Paper - "over 100,000 scheme staff and first-line supervisors will by the end of this year have passed through the 55 accredited training centres" (mostly in one or two-day courses, it might have added) - there is no industry core of competent trainers who can ensure the quality and success of the scheme.

It is interesting to contrast the growing number of inspections of YTS courses in FE colleges by HM Inspectorate with the complete absence of any comparable inspections in companies. It need hardly be said that there would be very little leverage to persuade companies to improve their ways even if inspections did occur.

There has been rather more public discussion of the impact of YTS on further education and of its reactions to the challenges presented by the new sector of the population making its appearance in the colleges for the first time. I will, therefore, limit myself to one aspect of the situation: collaboration between the company and the college in YTS courses.

Clearly, the YTS learning experience will be most fruitful for the individual if it is conceived and carried out as a single unified and integrated experience. That could only happen if the two bodies were working together and, more particularly, if the company supervisor worked closely with the college YTS supervisor. In general that is not happening.

I am not speaking here primarily of administrative contacts, though even those are fairly limited. I am concerned rather more with contacts relating to individual students. In that respect, collaboration between college and industry has always been rudimentary in the extreme and it is no better in YTS.

All this was recognized by the MSC from the beginning. The Youth task group report stated very firmly: "From the outset the MSC should ensure any training under the scheme to provide an integrated programme of training, work experience and relevant education."

One reason why it has not happened so far is the lack of any tradition or experience of collaboration at this level; another is cost. Establishing and maintaining links is a time-consuming business for both sides and time is a scarce commodity in colleges during the current assault on education.

Nevertheless, if the MSC is to remain true to the quality objectives that were originally set out for YTS in this regard, as in others, it will have to withstand the pressures from Government to use the scheme to achieve its industrial and political goals.

YTS has only a limited time to achieve credibility as a genuine education and training enterprise.

Morris Kaufman is former chief training adviser to the Rubber and Plastic Training Board.

## Second opinion

### Why caning reaches the bottom line

"Sir Keith takes a hiding", "Government on a hiding to nothing", jokes about the Government's withdrawn

Bill on corporal punishment come tripping off the lips. They do, however, mask a serious situation. For a Government that believes in law and order, to put off implementing the 1982 court decision yet again, does seem to be taking prevarication to excess.

The choices really are very simple: to do as a few Tory backbenchers are demanding and give notice of withdrawal from the Convention or, at least, to remove the right of individuals to petition the European Court of Human Rights; to ignore the Court's ruling and risk case after case going against the Government; to implement

the ruling which, in practice, means abolishing corporal punishment. And so while the Government goes on waffling, it is the individual teachers, heads and local authorities who are left in an invidious position.

Any teacher who applies corporal punishment, not knowing whether the pupil's parents approve, runs very considerable risks. It is foolish and unprofessional to do so. First he or she can end up with a long, drawn-out court battle which, by the time it reaches the European Court, may well have cost the local authority and the Government £120,000 or more - (the equivalent of 13 or more teachers' salaries), and left

the teacher more than a little scarred. The pupil may well end up with £3,000-£4,000 compensation. Faced with this prospect, any headteacher or local authority really has no option but to phase out corporal punishment as soon as possible, which is what the vast majority of local education authorities and schools are actually doing. However, some are abandoning corporal punishment without logically discussing alternative policies for improving and maintaining school discipline.

Not necessarily as a result of withdrawing corporal punishment, but for all sorts of other reasons, many schools

are allowing the number of pupils being suspended to increase. I know of at least one pupil who was suspended for two terms, indirectly as a result of truancy. Punishment policies ought to be subject to regular discussion with I.e.s.s. governors, within schools and with parents, and, particularly in secondary schools, with older pupils.

So, while the Government spends another six months wondering what to do, it is up to the I.e.s.s. and teachers to actually get on and solve the problem.

Andrew Bennett

Andrew Bennett MP is an Opposition spokesman on education.

# New offer gets cool reception from unions

by Richard Garner

Industrial action in schools from the start of next term still looks a certainty this week despite the sudden announcement by Sir Keith Joseph that an extra £1.25 billion was on offer over the next four years to finance a new contract for the profession.

Announcing his package, Sir Keith said it was clear there would be no extra government cash to settle this year's pay dispute. And he said industrial action would have to cease and agreement in principle on a new contract be reached by October for the first instalment to be paid next year.

Under what the Education Secretary insisted was his final offer, the Government would provide for local authorities to spend an extra £200 million on teachers' pay next year on top of the settlement reached in annual pay negotiations. This figure would be by equal stages to £450 million by 1989-90.

However, Sir Keith made it clear that between £30 and £40 million of the initial £200 million is likely to be spent on lunchtime supervision. And local authorities later revealed that national insurance and superannuation costs - which normally add 19 per cent to the salaries bill - would also have to come out of that sum.

A study group of local authority officers will meet to assess the offer next week.

Mr Nicky Harrison, leader of the management side in pay negotiations, said: "Sir Keith has clearly won something from his Cabinet colleagues.



Sir Keith... offer Doug McAvoy... consider David Hart... arbitrate Nicky Harrison... wait

Whether it will be enough remains to be seen.

However, Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, interpreted the package as Sir Keith's opening gambit - and warned that it did nothing to solve the dispute over this year's pay claim.

"If he'd been prepared to release the first phase without any preconditions to solve this year's dispute, they'd be prepared to consider it," he said.

"He also says that the resources are

additional to what would be provided in the course of normal annual public expenditure planning and pay negotiations," he added, "but they don't guarantee what it will be additional to."

"We must have some guarantee for teachers - a guarantee that the new money is to be additional to the maintenance of teachers' salaries at not less than the increase in average earnings."

Mr David Hart, general secretary of the National Association of Head Teachers, who has written to Mr

McAvoy requesting a meeting of the teachers' panel, said the amount of money offered was not "adequate enough".

He also objected to the inclusion of money to solve the midday break problem.

However, he felt there was a possibility of going to arbitration this year on the employers' informal offer of just over 6 per cent now this additional package had been put on the table.

Even before Monday's surprise

announcement, there had been a call from the Professional Association of Teachers for the teachers' panel to reconvene to consider using ACAS, the Government's conciliation and arbitration service, to bring the two sides closer together.

Now it seems likely that local authority officers will press teachers' leaders for an informal meeting to discuss structure over the next few days.

Mr McAvoy said the NUT and the teachers' side had been seeking a meeting to discuss conditions of service for some time but had been refused one up until now by the employers.

He added that he would "consider carefully" any call for a reconvening of the teachers' panel.

Sir Keith hinted on Monday that the Cabinet had agreed to put up more money once it had become clear that the Government's original promise of an unspecified sum for a new contract had not led to resumed negotiations. At that stage, it was understood the Cabinet had earmarked £100 million extra (or 2.5 per cent on the present salaries bill) for the first year.

But teachers' leaders were interpreting the timing of the announcement as a reflection of the Government's embarrassment over its award of huge pay increases to top public servants - and said they felt the presentation of the package was more of a "propaganda exercise" than a serious attempt to solve their dispute.

## No change on appeals, GCE boards confirm

by Biddy Passmore

GCE boards in England and Wales have no plans to follow the Scottish Examinations Board and change their exam appeals procedure to allow for the possible effects of the teachers' dispute on results.

In Scotland, where the teachers' dispute has now been going on for 10 months, the SEB has changed the rules to minimize any damage to pupils resulting from school closures. Normally successful appeals are against failure and obtain only a C award, but this year appeals against failure to gain grades A and B will also be accepted.

But exam board secretaries south of the border expressed doubt last week that the teachers' dispute outside Scotland would have any effect on results and were confident that their existing appeals procedures would serve.

Mr A. Jones, secretary to the Welsh GCE board and convenor of all the English and Welsh boards, said he was expecting the usual number of appeals.

He said that the Welsh board did not restrict appeals to any particular grade, but would consider re-examination papers if the candidate's result was more than a grade lower than expected.

Mr Colin Vickerman, secretary of

the JMB, said schools should bring any "dire circumstances" to the board's attention before the result came out. His board had not received an unusual number of appeals for special consideration.

GCE boards in England and Wales used to award a simple pass mark on appeal against failure, he said, but the majority now considered appeals at any grade level.

He too doubted if the teachers' dispute would lead to a sudden rise in the number of appeals.

"In Scotland, the teachers' dispute has been going on much longer and action such as the withdrawal from internal assessment has had a direct effect on exams," he said. "In this country, the teachers have deliberately refrained from action which would have any direct effect on exams."

Even in Scotland, it is far from clear if the dispute has damaged candidates' performance. A survey by the SEB, released last week, showed that pupils in schools targeted earlier this year for industrial action had been only slightly less successful than their predecessors a year earlier. The difference was within the range experienced when there were no exceptional circumstances.

## SEO backing on pay

by Mike Durham

Education officers have given their backing to a "substantial improvement" in teachers' salaries, but stopped short of endorsing industrial action in schools.

In a press statement, the Society of Education Officers says the future well-being of the teaching profession is a cause for major concern in the education service.

The society "firmly believes that a substantial improvement in teachers' salaries within an agreed new structure of salaries and conditions of service is essential to the present and future health of the service."

But it does not endorse disruption in schools, which in recent years has been "cumulative and corrosive and a grave threat to the future and health of the service." It warns of the effects of more

serious disruption next term if there is no settlement.

The society also expresses serious concern about dwindling resources for maintenance of school buildings and funding of books and equipment.

Economies in repair and maintenance of schools is evident to a depressing and discouraging degree, the society says. New educational initiatives are "generally retarded and too often frustrated" by inadequate funding of books and equipment.

The SEO calls for additional resources and proper recognition for those working in education.

"Unless a new course is set, soon, and pursued in harmony and goodwill, the service will suffer lasting damage," it concludes.

## New money proposal attacked

by Neil Munro

The executive of the Educational Institute of Scotland met last night and was expected to confirm the recommendations by chairman's committee on Tuesday aimed at turning the screw for more effective disruption in schools during the new session which begins next week.

This was the union's considered response to the Secretary of State's surprisingly swift offer on Monday of more money, amounting to 10 per cent of the present £523 million salary bill in addition to normal annual increases - but phased over the four years from 1986.

This extra £50 million falls so far short of what even the local authorities put to Mr Younger in their highly strident management side, which meets in Edinburgh on Monday morning, might not even bother to try and bring the unions to the negotiating table - at least not without first seeking further improvements from the Scottish Secretary.

No negotiations in the Scottish Joint Negotiating Committee had been scheduled as we went to press.

Dr Malcolm Green, the leader of the local authority employers, was not due back from his holiday in Germany until this weekend. But in a letter to the Scottish Secondary Teachers' Association, which the union released on Tuesday, he made it clear they envisaged "a substantial pay increase" which would be phased in over three years beginning, presumably, this year.

"Only if sufficient money is available to us will we think it right to ask the teachers' panel to join us in negotiation," his letter continued.

Mr Bob Beattie, deputy general secretary of the EIS, commented: "What we are being offered is less than the shortfall we claim, between 23 and 25 per cent, in return for improved

productivity. As for the four years, well that's bloody eternity."

Mr Alex Stanley, SSTA general secretary, was equally uncompilimentary. "How can they possibly expect us to wait until 1990 when this Government may not even be in power? It reminds me of Napoleon III's judgement that politicians' promises are as brittle as lovers' oaths."

The extra £50 million will, in fact, be phased over five years since the Government, as initially revealed in The TES of June 7, has already made clear there will be no additional resources beyond the normal increase this year. The "new money" therefore averages out at 2 per cent a year for the 54,800 teachers involved.

"What do we want? - 2 per cent: when do we want it? - 1990," was one union official's sardonic suggestion for a new marching chant.

The tough EIS tactics for next session, if approved by the executive, will affect all four aspects of the campaign - industrial action, the curriculum boycott, the restriction of non-teaching activities, and disruption of the examinations.

Despite this almost inevitable union reaction, Government circles remained astonishingly optimistic on Monday that the package would prove attractive to the teachers. "Younger has fought a good battle and has done well to get a double-figure sum, albeit staged" was one senior official's view.

But it is clear from the almost identical terms of the announcement of new money for teachers in England and Wales, also made on Monday by Sir Keith Joseph, Education Secretary, that Mr Younger was compelled to fall in with his plans. It also explains the suddenness of the hour's notice to the press on Monday that an announcement was to be made.

Mr Younger stressed that the extra money is conditional on the unions

calling off their action, including the ban on curriculum development, and on agreement with the teachers by October to all the main features of the package.

This includes not just improvements to the salary structure, more money and better staffing levels but also changes to the 1977 teachers' contract which would compel them to undertake curriculum development, in-service training and parental liaison. Mr Younger has found this "undoubtedly attractive".

The two salary scales for primary and secondary teachers would be replaced by a single spiral scale which would range from points one to 32 for the head of a very large secondary.

Ministers also accept the creation of a new grade of senior classroom teacher as a means of rewarding the best teachers while keeping them in the classroom.

But it was being stressed that this does not amount to an appraisal of teachers' performance by the backdoor. Mr Younger has not followed Sir Keith's line on this and has accepted the view of the local authorities that the General Teaching Council is a sufficient safeguard of the quality of the profession in Scotland.

While much was being made in New St Andrew's House of Mr Younger's coup in securing extra money from the Treasury, it remains to be seen whether it is new money.

Ministers will be under great temptation to lay their hands on the £25 million which is lying unclaimed in council coffers because the EIS has refused to submit an annual claim this year due to Government opposition to its demand for an independent pay review.

"There is no reason why this extra 10 per cent should affect the money available for annual negotiations," said an official.

## University pay talks break down

by Diane Spencer

Pay talks between vice-chancellors and university lecturers broke down this week when the management refused to improve their offer of 4 per cent.

The breakdown came as employers will not meet an autumn deadline after which they will have to pay increased national insurance contributions for most academics.

The committee of vice-chancellors

and principals will be advising universities later this month to increase the salaries of all staff who have not yet settled by 3 or 4 per cent in order to minimize an estimated £1.5 million "penalty".

The ceiling on employers' contributions for employees earning more than £13,780 was removed in the Budget and is effective from October 6. Unless

a settlement is reached in time, not only salary but back pay from April 1 will be liable for the higher contribution. This could be as much as £1.5 million.

The AUE is wary of creating a precedent of accepting an interim 4 per cent in their members' pay packets, but accepts it as a sensible step.



Deputy head's victory seen as boost for women in promotion stakes

# L.e.a. sex bias, tribunal rules

by Hilary Wilce and Jill Sutton

A woman deputy head repeatedly unsuccessful in attempts to become a head has won a case of sex discrimination against Lancashire education authority.

This is the first time that a discrimination case concerning the progress of appointing headteachers has been brought and won. The Equal Opportunities Commission has welcomed it as a significant marker in the battle for equality in the teaching profession. It hopes that other teachers will now be more willing to bring their grievances forward.

A commission spokeswoman said: "We know this is only the tip of the iceberg. We hear complaints every week from teachers who feel they have been discriminated against. Unfortunately, not many are willing to go through the tribunal system."

Mrs Vera Chadwick, 50, a deputy head at Knowle High School, in Blackpool, won three out of four of her complaints, and was awarded £600 compensation.

She has been a deputy head for 19 years and, in recent years, had acquired an MA and a BEd to improve her chances of promotion. She had applied for 17 headships in the past four years, but failed to be invited for interview for a number of jobs despite having more experience and better qualifications than several of the men interviewed.

The tribunal ruled last week that Mrs Chadwick had been victimized because she was a woman, when she applied for headships at Moorland County High School, Drnwen, and Highfield High School, Blackpool. A



Josie Farrington: changing procedures complaint of sex discrimination was upheld in the case of the first application, but not in the second.

The tribunal panel pointed out that Lancashire had only two women headteachers in its 104 mixed secondary schools. This represents 1.9 per cent of headships, against a national average of 16 per cent of secondary school headships held by women.

During the hearing a Lancashire County Council solicitor admitted that Mrs Chadwick had been unfairly treated when she was called for a last-minute headship interview, following complaints by her to the authority's chief education officer about sex discrimination (TES, May 24).

Mrs Chadwick was asked by Mrs Josie Farrington, Lancashire's education chairman, on the telephone to attend the interviews just four hours before they took place. Members of



Vera Chadwick: £600 compensation the appointing committee were not told of this, and later objected. Every one agreed Mrs Chadwick performed poorly at her interview.

In evidence, Mrs Farrington admitted that sex discrimination could be one cause of the low proportion of women secondary heads in the county.

This week, she said she was unable to comment on the tribunal's decision until a report had been put before a meeting of the schools subcommittee in September. The authority has a month in which to decide whether to appeal.

Mrs Farrington said: "We are continuing to modify procedures in an attempt to improve the situation and avoid sex discrimination."

Mr John Barnshaw, deputy chief education officer, said the authority was consulting on a draft equal opportunities policy and circulating recent

Equal Opportunities Commission guidelines to schools and governors. Labour-led Lancashire first declared itself an equal opportunities employer more than two years ago, but the first draft of an equal opportunities policy was only put out for discussion this January. Evidence before the tribunal showed that despite assurances given to Mrs Chadwick in 1981 that an investigation would be made into her allegations of sex discrimination, the authority did nothing.

After the hearing, Mr Eric Robinson, the director of Lancashire Polytechnic and former Equal Opportunities Commissioner, called for an inquiry into sex discrimination in Lancashire. Disciplinary action should be taken against any officials found guilty, Mr Robinson, a member of the Lancashire education committee, said.

"The case showed that not only was there discrimination against Mrs Chadwick because she was a woman, but worst of all, when she complained publicly then she was punished for doing so," he said.

Mrs Chadwick, whose case was backed by the National Association of Schoolmasters/Union of Women Teachers and the EOC, said she was delighted with the result but stressed that the pressure needed to be kept up.

"What I'm after is not a victory for myself. The whole system of promotion, right from Scale 1, needs changing."

Mrs Chadwick is unsure whether she would continue to apply for headships since she was 50, and Lancashire's policy was not to appoint people over this age.

## FE will soon get special needs advice

by Susannah Kirkman and Leo Knowles

The Government is planning to offer advice shortly to the further education sector on how to cope with the growing demands of young people with special needs.

Mr Bob Dunn, junior education minister, announced this at the 16th International Congress on the Education of the Deaf in Manchester on Monday.

A DES spokesman later confirmed that FE colleges would receive a circular before the end of the year.

The DES had been unwilling in the past to clarify the 1944 Act, which says that local authorities must provide full-time education for any youngster between the ages of 16 and 19 who wants it, either in school or FE. In February 1984, MENCAP had been told there would be no circular, but that guidelines were to be issued to L.e.a.s to encourage "good practice".

Mr Rolf Hernein, MENCAP parliamentary liaison officer, said that a circular would be the most effective way to protect young people's rights, but deplored its delay. He also criticized the DES for its lack of consultation.

Mr Dunn said in his speech that some students would need courses to help the transition from school to adult life, and others might need special programmes "to promote independence", but others would be able to follow mainstream courses, with help.

Pupils with special educational needs should be educated in ordinary schools unless there were good reasons to the contrary, he said. "Our task is now to create schools and support structures to put this in practice."

In-service training for teaching pupils with special needs was a priority, Mr Dunn said.

He was applauded when he stated: "We accept that handicap-related skills are particularly necessary for teachers of classes of deaf, partially hearing and blind pupils, and are retaining the requirement for such teachers to hold an additional specialism qualification."

More than 1,000 delegates from over 70 countries attended the week-long congress.



Mrs Foster-Brown: baffled by allegations about her school's multicultural policies

## Head in grievance row over parents in staffroom

by Hilary Wilce

Teachers at a Birmingham infants school are pursuing a grievance against their head after she allowed parents and helpers to use their staffroom. Two of the school's staff of 18 have been granted a transfer from the school because of the conflict.

Tension rose shortly after Mrs Nina Foster-Brown, who is black, was appointed to the headship of Watville infants school, in Hands-worth, earlier this year.

Teachers alleged that the new head's management style was too autocratic. Some were reported in the local press as being angry over incidents in which Mrs Foster-Brown banned pupils from the toy cupboard, took down a display with the caption "Mr Dirty is black", and objected to a teacher putting on the play *Ten Little Indians*.

Mrs Foster-Brown said she was "baffled" by these reports because one of her staff had objected to her multicultural policies.

Teachers' objections centred around her decision to allow parents and playgroup helpers to use the water in the staffroom, she said.

As a member of the National Union

of Teachers, which is pursuing the grievance procedure on behalf of its members at the school against her, Mrs Foster-Brown said, "I am disappointed by the union's reluctance to advise me about complaints made about me".

Mr Brian Carter, the NUT's West Midlands regional officer, said the grievance procedure was not yet finished and he could not disclose confidential issues. However, he was confident that a formula would be found to resolve the problem. No racist issues were involved in the situation, he said.

Mr Jim Warren, West Midlands executive member of the National Association of Schoolmasters/Union of Women Teachers, said staff had asked to be transferred because "they cannot work under the management style of Mrs Foster-Brown" which was "too autocratic". However, no staff had complained about her multicultural policies, he said.

Ms Chris Keates, general secretary of the Birmingham association of the NASUWT, said the issues had been described out of context. For example,

the question of the "Mr Dirty is black" caption had arisen out of a project on cleanliness, and the children themselves had suggested the colour "black" to describe being dirty. "One the head spelled out the connotations, the teacher concerned accepted they could be seen as offensive".

The association was cross that a dispute over conditions of service had become "falsely clouded with racial overtones", she said.

Mr David Hammond, Birmingham's deputy chief education officer, said that the authority fully supported Mrs Foster-Brown. "The city will not tolerate racism and will support all heads and teachers in their efforts to review curriculum materials thoroughly in keeping with our policies."

Following this dispute at the school, the authority has issued a circular to all heads emphasizing that staffrooms are for school staff, and that any other use must be agreed by consultation.

A spokesman for the authority said the problem had arisen partly because the teachers' pay action had meant no staff meetings could be arranged at the school to thrash out the problems.

## Monitoring snags could pose fresh threat to 16-plus

by Susannah Kirkman

The difficulty of monitoring GCSE standards could prove a further setback for the new exam, already under threat from a possible boycott by teachers and from a shortage of funds to implement it.

The Centre for Policy Studies, the right-wing think tank, has already voiced fears that the exam could lower standards (TES, July 26). Now a paper published by the Joint Matriculation Board says the new forms of assessment will be complicated to monitor.

The JMB paper suggests that one of the biggest problems will be the increase in assessment by teachers - a requirement for virtually every syllabus - as exam boards will be unable to obtain and compare oral and multiple choice tests and other coursework.

Differentiation, which allows pupils of differing levels of ability to take different papers or questions within a paper, poses another problem. The boards are worried about ensuring parity between the low grades awarded to pupils who do badly in difficult papers, and the same grade awarded to candidates who have done reasonably well on simpler papers.

Establishing standards in the first year of the GCSE will be particularly tricky, according to Dr David Shoosmith, the paper's co-author and, until recently, Director of the Test Development and Research Unit of the

Cambridge, Oxford and Southern Schools Examinations Council.

"We won't have the feeling of continuity we usually have when setting up a new syllabus," he commented. The newly formed exam groups would be unable to monitor standards by comparing them with those of previous candidates.

In theory, the introduction of grade-related criteria, which will spell out exactly what a pupil must be able to do to achieve a particular grade, will bring in objective standards for the GCSE. Monitoring would then just involve seeing if the exam groups' standards met the criteria.

The DES has confused the situation by stipulating that grade criteria should be based on what the examining boards have expected from candidates for the award of the corresponding grades in the O level and CSE examinations.

The monitoring difficulties highlighted by the JMB paper come on top of other pressing problems described in last week's TES. Several teachers' unions are already considering a boycott of preparatory work for the new exam to further their pay dispute. And the Southern Examining Group has warned that exam fees will probably have to go up because of the new assessment techniques involved in the GCSE.

## Women colleges' poor show

Oxford's last three women's colleges - St Hilda's, St Hugh's and Summerville - have come almost bottom of the Nuffield table, which ranks colleges according to their degree results.

But throwing open their doors to men would not, it seems, lead to an automatic improvement in their performance. St Anne's, which did just that in 1979, is bottom of the list.

Lady Margaret Hall, on the other hand, which went mixed in 1978, has seen a dramatic improvement in its

results this year, jumping from 24th to tenth place.

St John's College has come first for the third successive year, and is followed by Exeter College, which has leapt from fifteenth place.

The table is named after Sir Arthur Norrington, a former president of Trinity College.

It is not officially recognized by the university but dons are known to watch the college rankings keenly, as are teachers advising applicants for an Oxford place.

## A daunting procedure

People who take out a sex discrimination or equal pay case are overwhelmed by the intricacies of lodging a complaint and find that tribunals can often appear hostile.

Unless they are strongly represented they can feel isolated and increasingly worried about being branded as a troublemaker or losing their job, according to a recent investigation into why so many discrimination cases are withdrawn by applicants and never reach tribunal.

"Their experiences, in short, are little less than traumatic," according to

the report's authors, Cosmo Graham and Norman Lewis, of Sheffield University.

The authors say a better system of representation than the usual legal or trade union backing is needed for complainants, possibly organized through the Equal Opportunities Commission.

Meanwhile a series of surveys commissioned by the EOC has shown that a third of complaints about sex discrimination are now being made by men. Men are being turned down for jobs in petrol stations, pubs and factories.

## Fourth case for Lanes

The Chadwick case was the fourth of its kind to be heard against Lancashire education authority in the past three years. The first two were lost and the third, brought by Ms Pamela Ackroyd, a further education lecturer, was withdrawn in June after a settlement of £700 compensation was agreed.

Ms Ackroyd, who had worked part-time at Blackpool and Fylde College and at Lancaster and Morecambe College, claimed sex discrimination after failing to be considered for a full-time post at Blackpool and Fylde College.

Following her complaint, the authority initiated police inquiries against Ms Ackroyd, alleging she had failed to declare to her employer that she held two part-time jobs with the authority.

The police found no evidence of an offence and in the settlement the education authority agreed to pay £500 for the "distress and injury to her feelings". The authority also agreed in the settlement that it would consult the Equal Opportunities Commission and the Commission for Racial Equality on equal opportunities policies.

## IN BRIEF

### Direct grant dies

Bar Grammar School, York, the last of the old direct grant schools, will enter the state sector as a comprehensive this autumn. The school, which has been awaiting the outcome of various city reorganization schemes, will open its doors in September as a Roman Catholic voluntary aided comprehensive. It will be the only maintained school in York with sixth form; the county and Church of England comprehensives will feed into a sixth-form college.

### No protection order

The industrial tribunal which ruled that Hereford and Worcester County Council should have consulted the National Union of Teachers before refusing to renew 200 fixed-term contracts did not make a protection order awarding compensation to the teachers involved, as incorrectly stated in last week's TES.

### Staff suspended

The principal and three senior members of staff at Wakefield District College have been suspended following allegations of financial irregularities which are being investigated by police. Those suspended are: Mr Kenneth Ruddiman, the principal; Mr Fred Jones, a vice-principal; Mr Don Leach, the registrar; and Mr Don Preak, head of the Wakefield Centre. Another vice-principal, Mr David Minihall is now in charge. The college was praised for its financial management by the Audit Commission in its recent report, *Obtaining better value from further education*.

Mike Durham reports on evidence to the Widdicombe Inquiry

## DES warns of threats to committee independence

The independence of local education committees is under attack in an increasing number of hung councils, the Department of Education and Science says in its evidence to the Widdicombe Inquiry.

At the same time, there are growing tensions over the role of co-opted members, especially where a precarious political balance means they have a disproportionate influence, the DES says.

The committee of inquiry into local government ethics and practice, chaired by Mr David Widdicombe, QC, is now taking written evidence and is expected to report by February.

The DES singles out the increasing number of hung councils as the source of some of the most pressing problems in the conduct of local education authorities.

The "special position" of education committees has increasingly come under attack, the DES says, especially where there is no overall political control and co-opted members hold the balance, or "from those who favour an overriding corporate management approach."

There has recently been a rise in the number of complaints about the system of co-opting non-elected members, usually churchmen and teachers, on to education committees.

"Tensions arise in authorities where no one party has overall political control, or where the political balance

is comparatively precarious," the DES says. "In those circumstances some L.e.a.s have argued that co-opted members, who are not directly accountable to the electorate, are able to exercise a disproportionate influence."

"A number of authorities have considered reducing or eliminating co-opted members, or removing their rights to vote in the education committee, although no formal proposals to remove voting rights have been put forward."

Only one authority - Croydon - has no co-opted members on its education committee and the education secretary, Sir Keith Joseph, has recently rejected complaints because there are co-opted members on subcommittees.

Other areas of difficulty raised by the department include "shortcomings" in school governing bodies which, the evidence claims, are too political because a majority of school governors are L.e.a. nominees.

"Appointment of staff is one area where abuse might be significant since often only a small group of governors is involved and the L.e.a. can use its majority on an appointments panel," the evidence says.

The Government's proposals for school governing bodies in *Better Schools* will much reduce the problems, it claims.

## Safeguard impartiality of officers call from SEO

The political impartiality of local authority officers is of paramount importance, the Society of Education Officers says in its evidence.

But in stressful situations, councillors are often apt to ignore the officers' neutrality or misconstrue it.

The society warns: "None should underestimate the difficulty of convincing some elected members of the reality of that neutral stance."

"Charged and tense situations, for example, the advice which an officer gives can so easily be construed as partial."

Education officers should be alert to the political realities of their own authority and sympathetically aware of the often conflicting claims on members' loyalties.

"Nevertheless, that neutral position should never be compromised. An officer's responsibility is to the whole council, and not to any party, faction or individual."

The SEO says local government has

become more politicized since 1973. The relationship between elected members and officers and their separate roles needs to be clear, agreed and workable for a healthy and dynamic education service.

An officer's duty is to give advice which he believes to be right, "even if, on occasions, it is known that such advice might be unwelcome to some who will receive it."

Equally, officers are duty bound to implement policies arrived at properly by a council, even if they disagree with them.

The SEO says chief education officers, though impartial, should always cultivate a good working relationship with their education chair.

No instruction from a political leader, chair, or committee should prevent officers from carrying out their duty to inform the council and public accurately. But if an officer has to brief party groups, the SEO proposes a code of conduct.

## Co-opt members under fire

Co-opted members disturb the balance of council committees and cannot be said to express the will of the community, according to the Association of Metropolitan Authorities.

In its evidence to the Widdicombe Inquiry, the AMA says the voting

rights of co-opted council members should be questioned. It suggests a voluntary code of practice to resolve the "cross-membership" issue of some local government officers becoming elected members of other authorities.

## Bridge school and FE training gap

by Diane Spencer

A call for a more coherent approach to in-service training for school and further education teachers was made by the Advisory Committee on the Supply and Education of Teachers last week.

In two reports on in-service training for FE teachers, the committee emphasizes the need for joint approaches to staff and curriculum development. This will be essential if schools, sixth-form colleges, FE and tertiary colleges are to provide a coherent pattern of provision for young people.

An extension of the new specific grants system for training school teachers to include FE lecturers would help this aim, ACSET says.

The reports also stress the importance of bridging the binary divide in higher education to improve in-service training, and regional planning.

The committee claims there is an urgent need for improved education management training and suggests that existing in-service specific grants could be used for immediate action.

The reports form the final pieces of advice from the committee following the Government's decision earlier this year to dissolve it.

The preparation of further education for education management and training to promote the continuing professional development of FE teachers, ACSET, DES, Elizabeth House, York Road, London SE1 7TF.

## Boost Chinese classes, urges Government

Local authorities are being urged to introduce more flexible programmes of English language classes to accommodate the particular needs of the Chinese community in Britain, Hilary Wilce writes.

Many authorities are already showing a more imaginative approach to the timing, location and content of their English as a second language programmes, according to the Home Office.

However, in a response to a report from the Commons Home Affairs Committee on the Chinese community in Britain, it notes that provision varies widely between areas, and recommends more consultation with local Chinese communities to improve provision.

The original report pointed to several factors throwing up a strong barrier to full participation:

- The dispersed nature of the Chinese community;
- Long working hours - many work in Chinese restaurants spread across the country; and
- Poor English, cultural differences and ignorance of their rights.

The report, issued earlier this year, recommended steps to ensure that nursery schooling, teacher training, teaching of English as a second language, mother tongue teaching and career guidance take into account the needs of the Chinese community.

In its response, the Home Office points out that many of these recommendations are matters for local authorities. It points out that since 1982 local authorities have been able to



Chinese... cultural differences apply for grants to fund posts to meet the needs of Commonwealth immigrants under Section 11 of the 1966 Local Government Act, even in areas of generally low ethnic minority settlement.

The Government is attempting to boost the recruitment of bilingual and ethnic minority teachers, it says, and the Manpower Services Commission has agreed to publicize its services more widely among the Chinese.

However, the Government rejects recommendations that higher and further education colleges should ease their English language requirements to make it easier for Chinese and other minority students to get on to courses. It also rejects a suggestion that a course in Chinese cuisine be established at a further education college.

The Government Reply to the Second Report from the Home Affairs Committee, Session 1984-85 HC102-1, HMSO £3.70.

Biddy Passmore listens to the peers' end-of-term education exchange

## Lordly review of school standards

"... Why are we slandering comprehensive schools?" Lady Gaillicask asked in the House of Lords last week. "It is not a bit attractive."

She was speaking during a brief discussion on the recent report on exam results by the National Council for Educational Standards. The report claimed to show that grammar and secondary modern schools together produced better results than comprehensive schools.

Lord Boyd-Carpenter, who had raised the subject, asked the Earl of Swinton, the Government's education spokesman in the Lords, if he felt that the figures indicated "how unfortunate were the changes which were made by Mrs Williams some years ago."

But the noble Earl, no doubt carefully briefed by the Department of Education, was not to be drawn into sweeping judgements.

"My Lords, this may well come out when the more detailed considerations take place," he said. "It could be possible."

Lady David, Labour education spokeswoman, suggested that a more direct comparison between the abilities of pupils going into a school and the qualifications they left with - now being developed by researchers at

would provide a fairer picture. Lord Glenamara, the former Labour Education Secretary Ted Short, was more outspoken.

"... Many of us believe that the comparison is not worth the paper on which it is written," he said. Given the existence of so many independent schools, it was a wonder that comprehensive schools did as well as they did.

He elicited a reassuringly bland response from Lord Swinton. The Government had no doctrinaire view... each form of secondary organization had its strengths and weaknesses... the form chosen should be the one best suited to local circumstances and the preferences of parents...

The Bishop of Norwich, about to retire, wanted to move the discussion a little further before leaving the House of Lords forever. After a very long wind-up, during which he managed to mention both the Prime Minister and his 11 grandchildren, he asked if the Government would keep direct grant schools "as a twinkle in their eye."

Lord Swinton was encouraging without committing himself. The Government were always looking for means of widening parental choice, he said, and were currently considering whether one way to do this might be some kind



Geraldine Hackett reports on the recent International Congress on Special Education in Nottingham

## Disability groups urged to unite for a stronger voice

A radical transformation of the special needs lobby that would draw together professionals, voluntary groups and recipients of such provision is being urged by Mr John Fish, former HM Inspector for special education.

The success of the scheme would depend on the willingness of professional and voluntary groups to forget their differences and abandon sectional interests, he said.

Mr Fish was speaking at the final session of the congress which was organized by the National Council for Special Education and the Association of Workers for Maladjusted Children.

An uncomfortable question he asked of the professionals was whether children and young people with special needs are the means of professional advancement, "rather than partners in achieving access to the opportunities available to all in the community".

The congress, he said, had not heard a great deal of the views of those with special educational needs. "Most of the contributions have been made by professionals whose livelihood and career prospects depend on the existence of disability, disadvantage and a limited response to education. There has been little effective dialogue with those with disabilities and difficulties", he said.

The specialist groups vied with each other and presented the community with a bewildering array of special interests. "While starting from a basis of sharing common interests, they have often become defensive and isolationist in their approach", he said.

The result had been that some organizations pursued sectional interests at the expense of common causes.

Some disability groups had a stronger call on public sympathy than others. "You don't get flag days for charities concerned with emotional or behavioural disorders or slow learners. Specific pleading for conditions which touch the public conscience is the pattern", he said.

The array of voluntary groups also worked against a strong voice for all those with special needs. "Employees in the disability and special education

industry compete with each other for their survival and interests. In the interests of those they serve this should not continue", said Mr Fish.

Attempts are being made to deal with the fragmented approach to disability. The Voluntary Council for Handicapped Children has been active in coordinating voluntary organizations.

The Special Educational Needs National Advisory Council has been attempting to bring together professional groups, though progress has been slow.

"What is now needed is a concerted attempt to mobilize all the energy and interest, currently expended in specialist struggles, into a concerted attack on common problems", he said.

In the United States, parents, disability and special groups had created an effective umbrella organization.

The principles on which a common stand could be built were that handicaps which stem from different disabilities have many common characteristics; handicaps are determined by society through its laws, norms and institutions and community provision and attitude determines the degree to which disabilities are a real handicap.

He suggested a programme of practical steps:

- Encouragement of parents and children to make their views known.
- Creation of one effective professional organization for groups concerned with disabilities and special education.
- Establishment of a forceful coalition of voluntary groups.
- Common alliance of disability groups.
- A mechanism that brings together the professions, voluntary organizations and disability groups.
- Local disability alliances.

"It is important to increase cooperation, to encourage greater participation by those who start out with disabilities and disadvantages and to develop a common policy for community provision supported by all organizations concerned with those deemed handicapped", he said.



"You don't get flag days for charities concerned with emotional or behavioural disorders or slow learners," John Fish said.

## Special schools still needed

Only two groups of children present major problems of integration into ordinary schools, the HMI staff inspector for special educational needs told an international conference held last week.

They are children with emotional and behavioural difficulties and children with outstanding physical handicaps and severe learning difficulties.

Mr Chris Marshall, who heads the HMI work with children who have special needs, told the congress that most children with hearing impairment and most slow learners are now in ordinary schools.

There were examples of children with severe problems making good progress in ordinary schools, but that did not mean all special schools will close, he said.

The 1981 Education Act directed local education authorities to educate, as far as possible, all children with special educational needs in ordinary schools.

"It is impractical to say all children will be taught in ordinary schools. I perceive that special schools will be around for many years to come", he said.



John Fish: designated teachers

The first monitoring project, a working party led by his predecessor, Mr John Fish, had followed the progress on integration made by six local education authorities.

That research suggests authorities should inform teachers and parents of the level of support available for special needs education in ordinary schools.

Schools may be asked to list the children with special needs and to state what provision is being made for such children. The Inspectorate is looking at the process of assessment of children in schools, said Mr Marshall.

It was possible that screening procedures had led to labelling of children on the basis of this evidence. "Some special needs are easier to detect than others. And in this area it is harder to detect the special needs of children that function within the average ability range, as opposed to those with manifest learning difficulties."

It was important that assessment procedures are understood by all staff, and, preferably, are linked to curriculum work.

A number of education authorities have appointed designated teachers in primary and secondary schools. Those teachers accept responsibility for organizing special needs work.

The Fish report on special educational needs in the Inner London Education Authority (TES, July 5) suggests there should be a designated teacher in every secondary school who should be sufficiently senior to carry clout among the staff.

"The level of integration will vary in schools, but for all teachers there will not be the same proportion of children able to cope as well as would have been thought appropriate in the past", said

Mr Marshall.

In those circumstances, it was important that specialist staff took a much greater share in the mainstream curriculum.

The concept of teachers working in teams, particularly in secondary schools, was only just developing, he said. In urban areas, schools could be divided into clusters in order to share specialist teaching skills, but that was impractical in rural areas, he said.

In some areas, special schools had been developing as a resource base for ordinary schools. The Fish report suggests every secondary school should have a centrally located resource base.

On the question of making the curriculum accessible to children with special needs, much work remained to be done, he said. The traditional approach of withdrawing children from mainstream classes had been challenged.

There was doubt as to the effectiveness of such groups, as well as the problem of the impact on children of being kept out of the mainstream.

"Remedial departments have been revamped and alternative ways are being looked at. The results are fairly encouraging", said Mr Marshall.

One secondary school monitored as part of the survey of six local education authorities did achieve over a period of three years the integration of all children into ordinary classes. It was achieved in liaison with parents and with the assistance of an external support service.

In general, schools had indicated a commitment to integration. But in addition to the resource implications, there remained a shortage of knowledge on ways to deliver the curriculum to children with special needs, he said.

Developing countries should be encouraged to avoid the mistakes made in special education systems in the West, Professor Marg Csapo, of British Columbia University, told the International Congress on Special Education.

In West Africa, services existed for the physically handicapped, and teacher training included the needs of the blind and the deaf.

Estimates of the numbers of handicapped are based on inadequate data, but it is thought there are 40 million handicapped, with 18 million under 15 years. The numbers are expected to double by the year 2000 in countries where there is famine and cholera.

The scale of the problem means it is vital that Western systems are not blindly imitated, he said. In the West, special education had been mystified by the labelling and categorizing of those with disabilities.

In West Africa, the errors to avoid were: labelling; the neglect of community resources; inappropriate testing and the segregation of those with special needs.

"These countries cannot afford a system built on the kind that we have built in more affluent countries", he said.

The pupils at Hengrove also have a daily contract, which teachers sign. The card has to be kept all day and surrendered if the child wants to watch television in the evening. "They learn to carry negative comments around", said Mr Gobell.

Another technique he used with disruptive pupils was something he called "the life-space interview". It was based on his theory that teachers do not listen enough. At a time of crisis, when a child was angry or crying, he would stop and concentrate on the child. Instead of asking a child "why are you angry/upset?", he would ask about when and where it happened and listen to the child.

Pupils would ask for contracts and become able negotiators of conditions, said Mr Gobell. While such contracts could be regarded as bribery, they often produced results. The girl who was always swearing had come near to losing her place on a YTS scheme, before the contract was agreed.

He has taught at the residential school for five years, and he told the congress that the hectic life of school had left little time to collect evidence, but he was convinced of his theories.

Dr Galloway outlined the characteristics of one school he had studied that

Unemployment moving up the teenage years, MSC shows

## Dole queues beckon nineteen-year-olds

Unemployment is now moving up through the teenage year groups and threatens to hit older groups as badly as school leavers. The Manpower Services Commission highlights the new problem in its annual report published on Friday.

More than one in five of the 18 to 24-year-olds were registered as unemployed at the start of this year, as compared with around one in three school-leavers. But the MSC points out, unemployment was "particularly high" - 26 per cent - among 18 to 19-year-olds.

Although the report does not spell it out, prospects of employment in this age group will become highly important with the introduction of the two year Youth Training Scheme, which, if it works properly, should mean around a half-million youngsters being de-canted into the labour market at the age of 18.

Ministers have shown that they attach great political importance to the proportion of youngsters getting jobs at the end of their present one-year youth training.

The real lack of jobs for the under 18s masked, of course, by the YTS, which has kept nearly 300,000 youngsters off the unemployment register for most of this year. But many manpower specialists have warned all along that some of the YTS places would be provided at the expense of jobs for older teenagers.

A question which now arises is whether the climb in unemployment among the current 18-year-olds is attributable to their lack of training (the YTS arrived too late for most of them), in which case they will form a new group of unemployed young adults steadily up the age range; or whether it is simply that employers prefer to use subsidized trainees in place of older teenagers. If the latter is true, then unemployment seems likely

to become higher among successive generations of 18-year-olds.

For the unemployed over-18s, the only substantial scheme is the Community Programme, now being hurriedly expanded. But because this is a programme providing a limited spell of work, in most cases part time, for the long-term jobless, youngsters completing two years in the YTS will have to wait six months before becoming eligible; which means it cannot have much effect on containing overall unemployment among the 18-year-olds.

The MSC's report points out that one in three of the total unemployed are now aged between 18 and 24. They account for 29 per cent of unemployment

among men, but 39 per cent of the unemployed women. One reason for this difference may lie in the fact that an increasing proportion of the jobs for women are part-time, and likely to be taken by married women rather than teenagers entering the labour market.

The Commission draws attention to the continuing growth of long-term unemployment: about two-fifths of the registered unemployed, or 1.3m, had been out of work for more than a year by this spring, but the biggest increase was in those who had not worked for more than three years.

The Department of Employment table (right) suggests that there are now tens of thousands of young adults who have never worked in their lives.

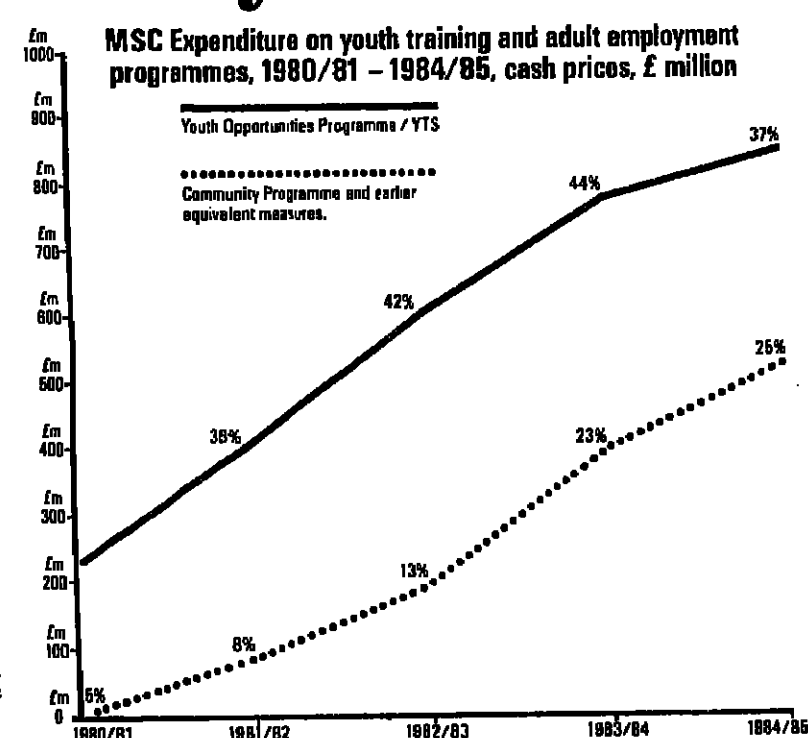
The impact of long-term unemployment, like that of unemployment generally, still varies strikingly between different parts of the country - in the South East only 10 per cent of those out of work have been so for

more than three years, while the figure for the West Midlands is nearly twice that.

The Commission claims that its programmes of youth training and temporary employment reduced the unemployment count for March of this year by around 445,000.

The Commission draws attention to the emergence, alongside this growth in chronic unemployment, of signs of skill shortages in particular occupations and confined largely to the South East.

Among its achievements in 1984-5 the Commission lists: the YTS (389,400 entrants); TOPS (75,380 trained); the launch of the adult training campaign; the Open Tech (140 projects funded); the TVEI (48 i.e.a. projects) and the completion of the first year's operations of the Skills Centre Training Agency. It also placed 1,821,000 people in employment, 72,000 of them disabled, and reached a target of 130,000 filled places for the Community Programme.



Unemployment by age and duration, Great Britain, April 1985

| Duration       | No. of unemployed in April 1985 by age (thousands) |       |           |          | Percentage change: April 1984 to April 1985 |       |           |          |
|----------------|----------------------------------------------------|-------|-----------|----------|---------------------------------------------|-------|-----------|----------|
|                | Under 25                                           | 25-44 | 45 & over | All ages | Under 25                                    | 25-44 | 45 & over | All ages |
| 0-6 months     | 530                                                | 461   | 220       | 1,212    | +4                                          | +6    | -4        | +3       |
| 6-12 months    | 288                                                | 235   | 136       | 660      | +3                                          | +8    | -7        | +2       |
| 1-2 years      | 181                                                | 200   | 142       | 523      | -8                                          | +1    | -2        | -3       |
| 2-3 years      | 88                                                 | 113   | 92        | 293      | +7                                          | -2    | +1        | +2       |
| Over 3 years   | 73                                                 | 200   | 184       | 457      | +37                                         | +41   | +33       | +37      |
| All unemployed | 1,167                                              | 1,210 | 774       | 3,150    | +3                                          | +8    | +3        | +5       |

Source: Department of Employment  
Note: Column and row totals may not correspond to the sum of their components because of independent rounding.

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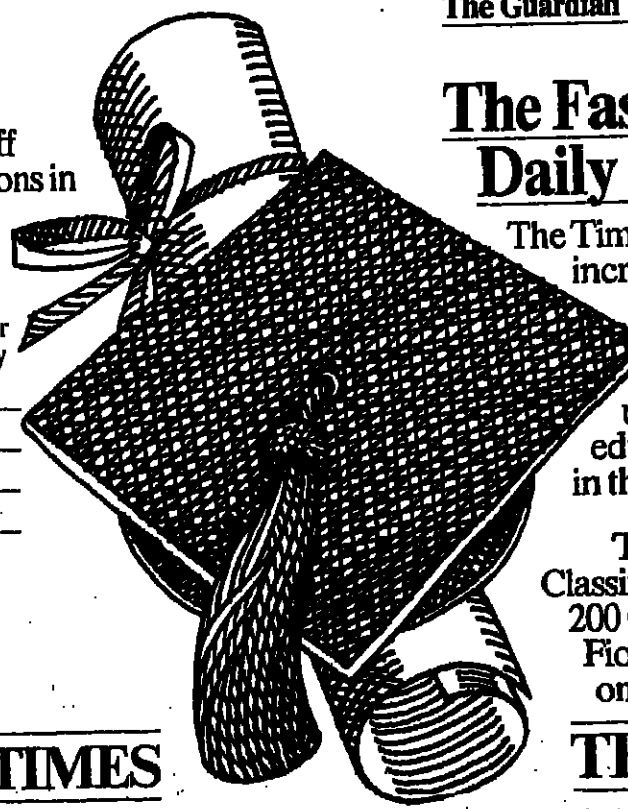
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THE SUNDAY TIMES

THE SUNDAY TIMES

## How seeds of disruptive behaviour are sown

Disruptive behaviour among children may have more to do with schools than socio-economic factors. Dr David Galloway of University College, Cardiff, told the congress.

Research in Sheffield schools in 1976 and 1982 revealed that a pupil's chances of suspension for disciplinary reasons depended largely on which school he was attending.

"Overall, the evidence suggests strongly that the number of children with adjustment difficulties in school, and the nature of the problems they present, depends far less on their educational or family background on entering the school than on their experiences after admission", said Dr Galloway.

In Sheffield, suspension seemed to occur more frequently in schools which had incorporated a grammar school when schools were reorganized on comprehensive lines.

Dr Galloway said professional efforts should be directed at helping teachers in the meantime to adjust to the demands imposed by their pupils' special needs.

He questioned the value of special groups for disruptive children. The groups did not usually integrate their work with the mainstream curriculum or prepare children for their return to the mainstream.

Dr Galloway outlined the characteristics of one school he had studied that

had not referred a child for special schooling in two years.

The elements of the school's policy which seemed central to its success were:

- Each teacher was held responsible for the progress and behaviour of pupils in his or her class.
- Disruptive behaviour was seen as the product of the pupil's lack of success in the curriculum. The solution was seen as providing experiences of success.

Special education resources were available in the subject department. They may have been prepared by the special needs department.

Teachers worked in teams. The special needs teacher would work alongside the subject teacher.

Children would be temporarily removed to the classroom of a senior teacher, but would return to his or her own class.

Rewards depended on age. One 17-year-old agreed to a contract in which she was paid 20p if she did not swear for a morning, with a bonus of a fish and chip supper if she did not swear all week.

Pupils would ask for contracts and become able negotiators of conditions, said Mr Gobell. While such contracts could be regarded as bribery, they often produced results. The girl who was always swearing had come near to losing her place on a YTS scheme, before the contract was agreed.

He has taught at the residential school for five years, and he told the congress that the hectic life of school had left little time to collect evidence, but he was convinced of his theories.

## Contracts, rewards and listening

## Third World warned of West's mistakes

Developing countries should be encouraged to avoid the mistakes made in special education systems in the West, Professor Marg Csapo, of British Columbia University, told the International Congress on Special Education.

In West Africa, services existed for the physically handicapped, and teacher training included the needs of the blind and the deaf.

Estimates of the numbers of handicapped are based on inadequate data, but it is thought there are 40 million handicapped, with 18 million under 15 years. The numbers are expected to double by the year 2000 in countries where there is famine and cholera.

The scale of the problem means it is vital that Western systems are not blindly imitated, he said. In the West, special education had been mystified by the labelling and categorizing of those with disabilities.

In West Africa, the errors to avoid were: labelling; the neglect of community resources; inappropriate testing and the segregation of those with special needs.

"These countries cannot afford a system built on the kind that we have built in more affluent countries", he said.







# Premier puts education at front of spending queue

FRANCE

Mary Follain sees schools and colleges do well in the budget

As ministers prepare to defend their retrospective budgets for 1986, the Prime Minister M Laurent Fabius has written to each of them indicating the maximum they can hope to receive. For most it will be a tough year, but the French socialist government is once again giving priority to education. Education Minister, M Jean Pierre Chevènement, can hope for some FR 188 billion in 1986 (£15.6 billion), an increase of about 6 per cent on this year's figure, which already accounts for nearly 18 per cent of the total



M Laurent Fabius

budget. Ministries responsible for defence, the police, research and culture can also expect increases but the rest, are to suffer severe cutbacks, including industry which has previously been generously treated.

M Chevènement will have fewer new teaching posts at his disposal next year: 1,700 instead of this year's 3,000 or more, and most of the new teachers will be needed in technical education to help implement the five-year plan announced by M Fabius earlier this year (TES, June 28).

The plan aims to encourage lower-achieving 16-year-olds to stay on at school and take one of the new technical baccalauréats, specially designed for them. At a higher level the plan also involves the creation of new technical universities as well as a substantial increase in the numbers of technicians at all levels.

Final negotiations will take place in September and the planned budget will be examined by the National Assembly later in the year.

## Minister in poll test of performance

TURKEY

In a move unlikely to be emulated by education ministers around the world, Turkey's colourful Education Minister M Vehbi Dincierler has commissioned an independent public opinion poll on his own performance and the work of his ministry.

Fifty-one per cent of people interviewed knew who he was. Of them, 50 per cent were prepared to describe him as "hard-working", 42 per cent "successful" and 36 per cent as "sufficiently knowledgeable in his field".

Not all the results have been published, but according to M Dincierler, two-thirds of the public support his desire to carry out substantial reforms. But why did M Dincierler feel the need for such a poll? The answer is

clear from his evaluation of the results: "The survey has brought to light the conscience opinions and approval of the silent majority, as opposed to the calculated, biased and even political campaign of a small minority to misinform the public about the ministry and its work."

The minister has been taken to task by the press on many occasions, most recently for getting involved in public arguments with two school inspectors, who objected to his harsh criticism of their colleagues. Recently, there were reports that a member of the Turkish Education Foundation had refused to stand up when the minister entered the room.

Sections of the press are also consistently critical of the minister's reforms. The attacks began soon after he took office a year and a half ago with a

structural reform and geographical redistribution of the ministry's departments which allegedly reduced the influence of teachers and provided jobs for Islamic Conservatives.

This reform was followed by a campaign against beer-drinking, the introduction of "marriage preparation" lessons and an attack on the teaching of Darwin's theory of evolution which led to the distribution of creationist brochures (at least one teacher has since been fined for teaching Darwin's theory).

The minister is also trying to take more direct control over the writing of school textbooks and a teachers' magazine, *Ogretmen Dnyasi*, has been outlawed for its frequent criticism of the ministry.

Bernard Kennedy

## Primary literacy and numeracy a priority

AUSTRALIA

Lula Garcia on the findings of a Federal study

A report from a study commissioned by the Australian Federal government report has named the improving of literacy and numeracy skills of primary pupils as a priority.

This would be achieved by "enhancing the competence" of teachers, enticing high quality (in particular graduates in science and mathematics) into the profession by paying the higher salaries, and encouraging good teachers to remain in classrooms rather than promoting them into administrative positions.

The report, recently released by Senator Susan Ryan, the Minister for Education, also called for an improvement in the educational opportunities available to pupils from disadvantaged groups such as Aborigines, migrants and those from low income families, and for girls.

The report—the first major national review of Australian education in more than a decade—was compiled by a special top-level committee set up by the government last August. It was chaired by a prominent educator, Professor Peter Karmel, the vice-chancellor of the Australian National University.

Senator Ryan said that the Government had accepted most of its recommendations. "Perhaps the most important thing

to come out of the report is the change in focus it provides," she said. "In education, there has been a tendency to concentrate too much on the resources that are put into schools, on the assumption that this flows directly into better education for children. What the committee has proposed, and the Government agrees, is that we should concentrate more on the outcomes of education."

But the Australian Teachers' Federation reacted angrily to the findings of the committee. Its president, Ms Jennie George, said that many of the Government's special programmes, including those for disabled and migrant pupils and pupils in country areas would be phased out.

The report, *Quality of Education in Australia*, said that between 1974-75 and 1982-83, overall public expenditure on schools increased at an annual rate of 3 per cent, with the great bulk of additional funds being used to employ more teachers and reduce class sizes.

Generally, the additional funds had been used well: physical conditions in schools were now better than ever before, the qualifications of teachers had improved and more pupils were staying on to complete their secondary education.

But, the report said, the time had come for the Government to set out clearly its education priorities. These should be: to improve the skills of primary school pupils, to increase the number of students from disadvantaged groups who stay on for years 11 and 12, to improve educational opportunities for girls and to make teachers more competent.

To make sure that these priorities were met, federal recurrent grants for education should be made available to the state educational authorities and to private school organizations (such as the Roman Catholic Church) only under "negotiated agreements".

These agreements should be reviewed every three years and the educational authorities would have to provide evidence that defined priorities had been met.

The committee members said that while many employers and industry groups believed that standards had dropped over the last decade, there was no "incontrovertible evidence" from the either government or private schools to support this suggestion.

## Objects of charity

Sir—I was interested in the correspondence (TES, July 26) which responded to your coverage of the Fish Report. Gerald Leach suggests that the peer group of a handicapped child is other handicapped children. I find this a dangerous proposition. Our six-year-old son is a lively and cheerful boy, but because of severe physical handicaps finds it difficult to form close friendships outside our family. It is more difficult, not easier for him to communicate freely with children who have handicaps. His closest and best friend is his younger able-bodied sister, his only true peer even though she can walk.

We want him to have the opportunity to mix and make friends with other children. We want him to have the advantage of a full curriculum (a school with fewer than 50 pupils of all ages has a necessarily restricted curriculum). We want him, above all, not to be tucked away as a different sort of person out of sight of other children, who never see handicapped children except as objects of charity.

With regard to Margaret Manton's letter, of course, we are worried about teasing and bullying. But if we as parents just look at this hurdle and retreat, we are denying our children what they deserve as much as other children, and we are helping to prolong the two-tiered system of "normality" and "abnormality".

Our little boy is simply one of the family. His older sister once said: "Why does she think he's handicapped?" after another child asked about his handicap. This sort of normalization of the handicapped should be reflected in society and should start in schools.

Surely John Bangs can't use good community spirit as a reason for keeping special schools open. Our son's school has a great community spirit, but would it not be a matter for great congratulation if all the pupils were transferred happily to mainstream schools, with their teachers and other staff providing their expertise in the new environment?

Or would John Bangs still be mourning the passing of such a happy school? Medical advances meant there were no physically handicapped children to fill. This is quite different to the issue of closing down small mainstream schools for economic reasons.

By refusing to face up to the difficulties of integration, your correspondents as well as the Government are lagging progress. All educationists with a concern for children with special needs should be united in demanding additional resources and the transfer of resources to make integration work, and to give parents confidence that it can work.

CATHERINE RYDE  
54 Glinow Road  
Bellingham  
Lanes

## Unique school

Sir—Gerald Leach's letter (TES, July 26) has very rightly drawn attention to the fears of the effects of integration on the severely physically handicapped children and the continuing need to retain special schools. Perhaps modestly for a school of its size, which has enabled so many very severely handicapped but intelligent children to go on to live full lives, having been helped to achieve their academic potential.

## Exam tyranny

Sir—The HMI report on modern languages teaching in the sixth form, (TES, July 24), highlights a real problem facing teachers of modern languages at advanced level. There is no doubt that most teachers would prefer not to have the exam syllabus too much in mind when taking A level classes. Unfortunately, however, standards in the A level examination in modern languages are now so high that, in order to ensure respectable grades for one's candidates, one is constrained to observe the requirements of the exam very closely.

Certainly, as HMI recommend, most teaching (if not all) should be done in the foreign language, and wide-reading of a variety of texts is favoured to concentrated study of four or five complete novels or plays.



Photo: Richard and Sally Greenhill

## Simplistic to think segregation can lead to equality

Sir—John Bangs (Letters, July 26) asks what I meant when I wrote (Platform, July 12): "Why should students with special educational needs have to wait their place in mainstream education on the grounds of resources?" He should have read on: "Fish's basic principle of equal access to equal opportunities, once accepted, means that either any necessary additional resources to implement it must be found, or existing resources must be re-examined and redistributed from an equal opportunities perspective. To suggest that children with special needs should wait is to discriminate directly against them."

Mr Bangs also asks whether I want to visit the "destruction of morale of teachers, students and parents" caused by secondary school closures and changes on the special education sector.

The Fish Report paints an exciting, integrated future for those currently exercising their skills and commitment in segregated settings. It also makes quite clear that any persisting segregation "should be seen as an interim

solution resulting from an inability to achieve these long-term aims, and not as a long-term solution compatible with the comprehensive principle". John Bangs does not wish to rush in with "simplistic reactions" to the Report. But his letter, like others on the page, does read like a simplistic pre-Fish defence of separate special schooling, one which is not compatible with equal opportunities or the comprehensive principle. Does he really believe that the morale of anyone will be heightened by continuing to support and work in "interim solutions" in defiance of these principles, rather than as rapidly as possible involving parents, students and teachers together in the detailed planning of a properly resourced comprehensive system which takes the question mark out of the Fish Report's title—*Equal Opportunities for All?*

PETER NEWELL  
Children's Legal Centre  
20 Compton Terrace  
London N1

Dorothy Woolley, one of the school's founders, described its philosophy and early achievements in her book *No Such Word as Can't*, which should be required reading for anyone with authority over special schools; but one is tempted to wonder how many of those responsible for administering Hephaisios in the name of Berkshire have educated themselves in this respect.

Members of the Berkshire education authority certainly had not educated themselves on the Fish Report before attending a recent "consulta-

ANTHONY FLETCHER  
Polbarrow  
Farley Hill  
Reading  
Berks

But why are literature essays still expected to be written in English in the examination? Why is the passage of English for translation into the foreign language usually an extract from a novel of, say, Graham Greene rather than a passage of topical, everyday interest more in keeping with the topic-based language courses that an increasing number of teachers now employ?

Last summer I felt bitterly disappointed with the poor A level results which my students achieved in French after they had followed a carefully formulated scheme of work which had been designed to maintain a careful balance of topical French, explanation of texts in the language linked to these topics and a broader survey of French literature than might be provided by studying a few individual works (though obviously the set texts were

## Hope for spastics

Sir—My wife and I were somewhat surprised to read the article "Nothing like it in Britain" (TES, July 12) relating to the work of the Spastics Society with regard to conductive education.

We have been working hard for a year to obtain a placement for our daughter at a Spastics Society school, other than Ingfield Manor, which also specializes in the principles of conductive education. Our experiences with the society have been that all involved were very keen to see the principles extended in their use in the UK and, although we have no specialized training but are normal parents, the advances which they were making with profoundly handicapped children were dramatic.

Certainly, we saw no lack of commitment or enthusiasm at any level in the society and your writer's comment that they were "diffident" seemed to us

entirely inappropriate.

As far as we understand it the main difficulty for the society is in persuading individual parents and local authorities to introduce children for whom this form of education is beneficial into the system early enough to have positive results. Our daughter is six and we fully appreciate that every year wasted now will represent a far greater task in the future.

In summary, while Mr Sharron's article obviously reflected his own views of the situation, we as parents of a handicapped child did not feel that it justly reflected the present situation, notwithstanding the fact that, as always, more could be done, as a lot has already been achieved in this country by the Spastics Society.

COLIN E FULLER  
The Forrester's Cottage  
Main Street  
Doddington  
Lincolnshire

## Audacious views

Sir—How daring and unfashionable of Graham Williamson to write his article that bored teachers are bad for children (TES, July 26).

That he has the audacity to overlook all that has transpired in the last seven years to promote neo-vocationalism and utilitarian education is beyond belief. That he goes on to re-invent the notion of teacher refreshment, teacher stimulation and teacher rest puts paid to any promotional aspirations which Mr Williamson may have had, especially if it was remotely in the gift of the DES.

Clearly this chap must value teachers and the children they valiantly try to teach.

Moreover, he rejects the premise on which Circular 3/85 and TRIST is

based using as they do the words of accountability and training, rigour and worldliness. Is he not aware that the hyacinths are long since dead?

Does he not know that human aspirations and fulfilment which is not directly related to wealth creation is now in the basement of educational priority?

I can only think that Mr Williamson must be old (like me) and that his educational thinking is hindered by some old fashioned values (like me). He has also abandoned discretion (like me) but I do suspect that there are others who share the same concerns (like us) and who owe it to the next generation of teachers and children to say so.

G H WILSON  
Chief Inspector of Schools  
Kirkcaldy Metropolitan Council

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THE TIMES

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## Calculations that the FE auditors did not do

Sir—The article by David Humphreys (TES, June 28), with consequent comments by Jack Spragg (July 12) about the Audit Commission's report on further education was of particular interest to me not only because Sutton has recently received the auditors' comments on our college of FE but as a member of the Education and Training Group which was set up by the Association of Metropolitan Authorities in response to the White Paper *Training for Jobs*.

The point was made that considerable sums could be saved if the authority followed the Commission's suggestions. It was quite clear that the auditors were not concerned with educational values—the argument well developed in David Humphreys' article. However, what came over just as clearly was that they had ignored the implications of recruitment. This is a point that I have not seen made elsewhere, but it is very relevant to our position as a London borough with one vocational FE college (no AFE), with three colleges in other i.e.s.s. literally on our borders and 30 other colleges within daily travelling distance.

The crucial point is that our college has some of the lowest unit costs in the country (CIPFA statistics), and recovers some 50 per cent of its total costs from income. The auditors suggest increasing the student:staff ratio which would lead to closure of classes that were too small. However, as we have statutory duty to provide FE, we would have to pay recruitment higher than our own unit costs, for these students in out-borough colleges. It seems something of a nonsense to me

for the auditors to ignore the fact that every Sutton full-time student who chooses to attend our own college rather than go out-borough saves us a considerable sum.

We have invested in good facilities and staff (commended by HMI in their survey on Sutton) in those fields where we can successfully provide directly, rather than securing provision by buying from others by recruitment. We also consider our college to be an integral part of our whole education provision, with many "link" courses for pupils below 16. Any contraction of courses to suit the auditors would inevitably reduce this provision. What ever course we put on, must be done elsewhere, so it is imperative that we do it at less cost than recruitment charges, or we are wasting our own money.

We achieve these advantageously low costs by maximizing the use of our facilities. Fixed costs are 80 per cent of total cost, therefore to contract our provision would lead to a decline in our financial efficiency. We also pay due regard to our main sources of income, ie recruitment and contract work paid for by the course hour, and we make economies which are not counter-productive in that they do not reduce recruitment and contract income and they do not lower the quality of our service, thus losing us students and sponsors.

MAVIS PEART  
Chairman  
Education Committee  
London Borough of Sutton



John Marks

## Shallow thinking

Sir—Peter Dawson's remarks about the teachers' pay dispute, (TES, July 26) display a surprising degree of shallow thinking coming from one who has responsibility for the interests of 30,000 teachers. He describes as "realistic" a system of single-option arbitration as practised in West Germany whereby an arbitrator can decide either to award the teachers' claim or the local authorities' offer but not pitch it somewhere in-between.

His claim that teachers would be 7 per cent better off by now, had this system operated, is dangerously misleading. His own comments reveal that no such system exists in this country

## Staffing crisis

Sir—The fall in applications (TES, July 26) for teacher training reinforces my impression of developments which I suspect have been accelerating since the commencement of the teachers' action earlier this year.

First, during the past two weeks, including the last day of the school term in this region, July 26, I and my colleague on the POCE course have had an unprecedented number of requests from schools with vacancies for newly-qualified teachers in the fields

and, even with the limited experience he has at the negotiating table, he must have some perception of the real difficulties there would be in establishing it.

It is certainly not realistic to think that it could be introduced or might have been introduced at any stage in the present dispute. Still less realistic is the assumption that if the teachers had asked for 7 per cent within such a scheme, the arbitrators would have awarded it. The undeniable realism of 1984's award indicates quite the contrary.

Are they not concerned as "professionals" that within the system that he advocates there would be a very real chance that the 3 per cent option might

of science and mathematics. We have both had to tell schools that all such suitable candidates have already obtained posts.

Secondly, at this very late stage, graduates with places on the POCE course for 1985-86 are withdrawing for other areas of employment outside teaching. Again, this is quite contrary to past experience in this institution.

Thirdly, applications for places on the BEd Hons course in shortage areas such as science are so far failing to meet our target figures. My colleagues and I were so concerned about this that I wrote to the Secretary of State

be the one favoured? His case, as presented, is based entirely on hypothesis and unfounded assumptions. His claim, "We are the realists now" stands in curious contrast with the weakness of what he proposes.

Disruption of schools is indeed a distressing and regrettable alternative, but one does not need binocular vision to see that it has very nearly (and very really) secured the modest 7 per cent that Mr Dawson appears so anxious to gamble on the table of single-option arbitration.

JIM HOWLEY  
125 Lime Walk  
Headington  
Oxford

pointing out to him the long-term consequences of the continued teachers' action, the low morale and poor pay prospects in the profession, but no reply has so far been received. Surely if we care about maintaining standards in the profession and if we are going to meet the need for additional teachers later in the decade we must persuade the Government to alleviate the situation before it is too late.

DAVID A TURNER  
Course Leader BEd Hons  
Sheffield City Polytechnic



## TALKBACK

## Teaching or learning?

BERNARD EMBLEM

Liz Waterland's coup in persuading the staff at two primary schools to abandon conventional approaches to teaching reading (*TES*, July 5) represents a further victory for the "let them get on with it" school, and follows the successes of many other reading initiatives, such as the parents as partners schemes in Haringey, Rochdale, and elsewhere, during the last few years.

Meanwhile, special educationists have been looking with particular interest at how children with Down's syndrome learn to read.

Nick Wood's article "The fairy tale that came true for Joanna" (*TES*, February 3, 1984), highlighted the case of a child with Down's syndrome who had learned to read 700 words and simple books by the age of five.

Although other children in her research group fared less well, considerable interest was aroused in the Portsmouth Project, which suggested that many children with Down's syndrome can learn to read from an early age, and that reading is an important aid to spoken language development, and may even provide a "way in" to spoken language.

Further research in Greater Manchester, reported in the latest *British Journal of Special Education*, by Lorenz, Sloper and Cunningham, has challenged many of the conclusions drawn from the Portsmouth Project, particularly the assertion that most children at schools for children with severe learning difficulties "never come into contact with books", advises caution in drawing conclusions from a small study, and warns against the common error of assuming that children with Down's syndrome form a heterogeneous group.

This research suggests that many children with Down's syndrome are being taught to read, but that children in ordinary schools tend to score higher on reading checklists than comparable peers in special schools; that

there is no conclusive evidence that learning to read facilitates language development; and that reading is regarded as a very important skill among parents of children with Down's syndrome.

A fundamental difference between children and their reading at primary schools and at schools for the severely handicapped is that the vast majority of children at primary schools will learn to read fluently by the time they leave, whereas most children at the special schools will not.

In primary schools, the question of approach is largely academic - almost all children learn to read, whatever method is used. This is that the proponents of the cranks methods can, and do, claim success for their approaches.

In special schools, however, there is a difference. No method or combination of methods has yet been devised which has taught the majority of children there to read.

In practice, there are only two approaches to reading, allow reading to develop naturally, without interference, as Mrs Waterland is doing, or have the whole process under adult

control: let them learn, or let them be taught.

But perhaps the most important issue in a special school is not how to teach a child to read, but whether to do so. Though most would agree that children who learn to read fluently have mastered a useful and fulfilling skill, much time can be wasted and confidence undermined by teaching when a child is not ready to learn.

The approach we have adopted at our special school tries to take all this into account. As at most schools, our children come into contact with books and stories from an early age. If a child shows an ability to pick up reading naturally, by starting to recognize names, labels, and other single words, this is allowed to develop along natural lines, without reference to a rigid structure based on one or more of an infinite number of theoretical models of reading development.

Most of our children, however, do not learn to read naturally, and for them we have a series of pre-requisite skills which we would expect them to master before formal reading instructions begins. These are based on Jeffery and Skeffington's *Let Me*

Read checklists, and are five simple criteria relating to the ability to engage in sequential imaginative play, to recognize details in a picture, to reach a specified level of receptive and expressive language, and to recognize his or her own name when written down. Though other criteria could well be adopted, these seem to work for us because they emphasise that reading is about communication and imagination rather than about decoding marks on a page.

This combination of approaches, which takes into account individual needs and skills, has also given us a consistent framework within which to judge whether to embark on teaching reading, and has the additional advantage of tying in closely with all the practical advice contained in the *Let Me* books, particularly, of course, *Let Me Read*.

We hope we are taking the best of the advice offered by the advocates of the teach-them and the let-them-learn schools of thought.

Bernard Emblem teaches in Lancashire.

## Sporting chance

CHRIS JONES

"Don't be ridiculous! You can't have sports day without competition." It was inevitable, I suppose, that changes in a deep-rooted tradition would receive a hostile, reactionary reception. However, if one is prepared for such a barrier then it is unlikely to create too great a problem.

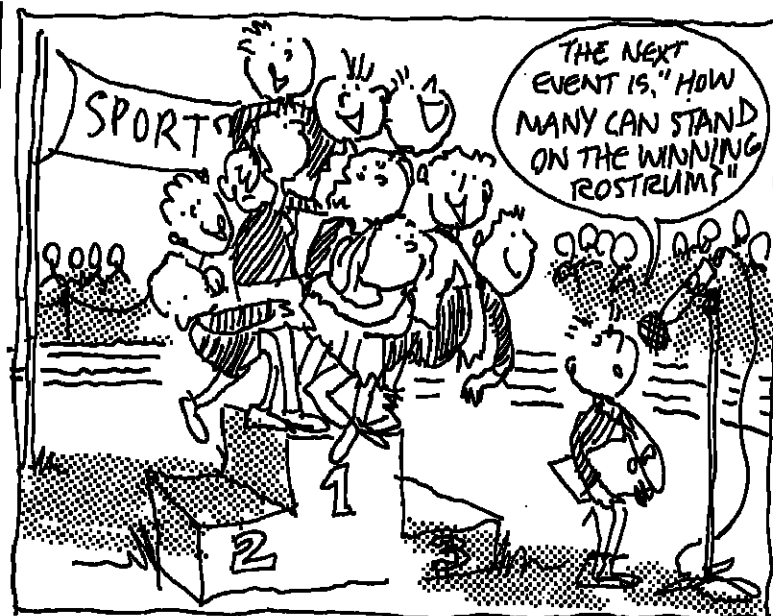
But armed with considerable determination and supported by an equally enthusiastic colleague, Sue Snow, and the primary adviser, John Heathfield, I pressed on.

Really the whole thing was so simple, straightforward and amazingly successful. Not only would it be a non-competitive day involving all the children, but it would also be a delightful way for the fourth years to gain some real, first-hand practical maths experience and, of course, it would also enable them to show everyone what a great sense of responsibility they had acquired.

The fourth years would run sports day while teachers would have a more relaxed, supervisory role.

We, the fourth year children and two teachers concerned, decided on 12 events to run concurrently. The activities would range from an obstacle course to a standing long-jump, to throwing balls into a bucket, to dribbling a football in between skittles. A wide variety of physical skills would be required to perform well at all 12 events.

Each event was to be under the control of two or three children who would, of course, have to be able to



explain a procedure to five year olds. Each of the participants (around 300 plus parents and teachers) would carry with them a printed personal results sheet on which was written the names of the events with spaces for results and names of the testers.

Well, the big day arrived and, as planned, we ran to tight schedule, with each year group being given about one hour to complete the course, whilst those in charge took it in turns to hold the fort while their colleagues were put through their paces.

I was provided with some light-hearted enjoyment by my friends (large and small) from the nursery department as we jogged and skipped around the school field.

To see parents in saris participating in a quite uninhibited fashion along-

side their children really gave the occasion a community atmosphere. There were no discipline problems and nobody appeared to be disappointed that there was no competition, just constant activity and total participation by everyone; everybody wins and nobody loses.

I see no reason why the traditional primary school sports day, where spectator behaviour is of more concern than participation, should not become obsolete. It can so easily be taken over by something far more educationally justifiable which practises the Sport for All philosophy, perhaps something similar to our venture which has now been highly successful for two years.

Chris Jones is deputy head of Easley Primary, London Borough of Brent.

## Fête worse than...

VIVIENTURNBULL

School fêtes are becoming more popular as schools join the quest for funds.

The organizers, usually the parent teacher association, may describe it as a wonderful social event, a chance for parents, staff and pupils to have a jolly time together, but at the annual general meeting the reports will not mention this aspect. What will be noted is the amount of money raised and what this bought for the school.

Why have events like this been allowed to become an unquestioned part of the school year, and is the amount of time spent by the staff and pupils during the summer term in preparing for the fête justified by the outcome?

For what is being taught to children by involving them in such an exercise? That their school must have better, newer, bigger equipment than the next school along the road? That school is a sort of charitable institution which has to raise its own funds to keep going? That any way of raising money is worthwhile - even through tombola, raffles etc., which are designed to take money from people and give as little as possible in return? That gambling is exciting?

What of the money raised? My experience is that it often goes on expensive electronic equipment or perhaps a mini-bus. It is not usually spent on books, paper, writing or art materials. This is rightly frowned upon by PTAs because, they say, (again, rightly so) that these things should be provided by the education authority. So they should, and so should all the other things considered educationally desirable, out of the rates and taxes paid by the people of this country.

Even so part of the money raised recently in a school fête in my own area was used to buy paint, brushes and everything necessary for a band of parents and teachers to redecorate part of their school premises, which had not been repainted for 12 years. Surely it must be the duty of the education authority to maintain its own buildings.

Should this trend continue, the L.E.A.'s will be able to turn over a large part of their maintenance to amateur, thus saving themselves vast sums of money, and taking business from the professional painter and decorator.

By encouraging schools to raise money for themselves in this way, we

are in danger of creating, much more effectively than any system of selection, a two-tier educational system, in which the Biblical quotation "to him that hath..." applies.

Schools in affluent areas can, and do, raise large sums by the annual fête. One small primary school in this area recently raised £200 at its fête (more than the total annual capitation allowance for a small primary school in a nearby village).

But schools in less affluent areas are unlikely to be able to raise any money at all. They must carry on within the limits of their capitation allowance, becoming ever more ill-equipped in comparison with their fund-raising competitors. The parents of children attending these schools are unlikely to be able to afford the extra cost of sending their children to more distant schools and cannot, therefore, exercise their right of parental choice.

There is a third category of school caught up in this web, and in many respects, this category is the most vulnerable. These are village schools, often church-aided, which are bound up closely with the life of the village, and which believe that the village school is, and should be, an important focus of village affairs.

These schools do not escape the annual fête. On the contrary, they are usually deeply involved with the village fête or the church fête (occasionally both). The difference is that the money these fêtes raise does not go to the school. The schools feel obliged not to hold a fête of their own in addition to the village or church fête, nor to opt out of these to raise money for themselves.

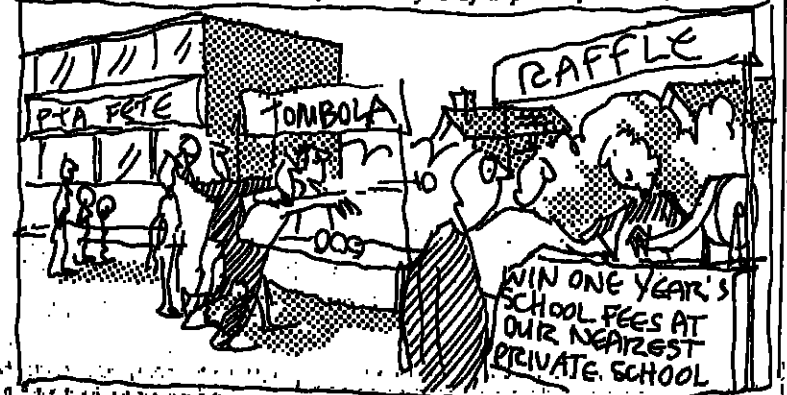
Consequently, with a large share of the work but none of the profits, the schools become ever more poorly equipped.

Parents, noting the differences, begin to opt to send their children to neighbouring schools and the number of pupils at the village school falls, until perhaps, it is closed. Victory for the self-centred, acquisitive society; defeat for those who aim to teach children a caring outlook for a wider society.

This rat-race of ever larger and more financially successful fund-raising events should not become the business of our schools. We must consider what values we are imparting to our children by making money raising the desire for bigger, newer, better possessions than their neighbours' a way of life.

Let education be properly funded by the education authority and let teachers get back to their business of teaching.

Vivien Turnbull teaches at Great Oakley C of E primary school, Essex.



## FEATURES

## Hammer heads

Fred Sedgwick says no to aggressive management.

"You didn't really hammer the candidate." "You've got to tear the candidate apart." "When I appoint a deputy I know I'll burn him out for two years and then expect him to get a headship."

THE scene is one of those pleasant residential course centres to be found all over the country. It began as the home of a rich family, continued as a down-market teacher training college, and ended up in its present modest role as a revivifier of tired heads seeking managerial expertise. The coffee is weak, and the lunches are pre-packed.

A group of heads are discussing a mock interview in which another group have interviewed a dummy candidate (me) for the deputy headship of an apocryphal middle school. The interview had been unprobing and gentle, but the violence explicit in the quotations above seemed to me to be excessive.

All three comments came from the first group of heads, and I have no reason to doubt their sincerity. They do hammer and tear apart candidates, and they do burn out their staff. But how appropriate is such diction to a profession whose business is, as Stenhouse put it, to make both children and adults "freer and more creative"? And what use is a burnt-out deputy as a head? Was the speaker burnt out when he left his deputy headship? If so, how is he coping now?

Much of this style of management comes from a perception of industrial models - the hard-nosed realism of the board-room, the "cut-and-thrust" (to doubt these heads would say) "of the market-place". But board-rooms and market-places are concerned with products, figures and lies. All their outcomes are as measurable as it's possible for outcomes to be. There is no serious disagreement about what is success and what is failure.

In teaching, on the other hand, we are concerned with processes, not products. Humanitarian and even religious principles of procedure - not profits - govern our relationships with

## 'Industry's rules are inappropriate to education'

children. The only accurately measurable outcomes in education are of relatively banal activities. The really important outcomes are difficult to measure. Has this child gone some way towards understanding his neighbour? Does this student read Hamlet with enjoyment? Can this child observe and record scientific phenomena imaginatively? The most committed proponent of the objectives model will concede that measurement of the vitally important creative element in education is impossible.

So industry's supposed rules of personnel management are inappropriate to education's people-oriented stance. But even in industry, should such violence be legitimized by the hierarchy? These speakers would no doubt be appalled by anyone linking them with the thugs of our society, but they do have much in common. Hammering, tearing and burning are what people get up to when they have no freedom or ideas. Frustration causes vandalism. As these heads show, if you can't see a way forward, you cut up rough.

They were all men, by the way. And it's worth noting that this kind of talk excludes the feminine in all of us. The women who followed the "hammer 'em" line did so in a less committed, almost embarrassed way. As well as being inefficient in education, these attitudes are out of date in their implicit male chauvinism, their way of honouring the triumphalism of the boxing ring.

We went off for our break. The ideas of these heads were as pre-packed and stale as the food, their intellectual commitment to education as weak as the coffee. We are desperate in education for a way out of the tired styles of a falling industrial managerialism. The best way is shown in the classroom, where good teachers, heads included, are making relationships that depend for their survival of humanitarian values. And it's an odd state of affairs when the centrality of relationships that obtains in the classroom is denied in our personnel management. Interviews, as well as classrooms, are treated as human beings, not hammered, like nails; torn apart like dolls; or burnt out like teaching machines.

Fred Sedgwick is head of Downing primary school, Ipswich.



## The tie that binds

Rob Spence chokes on a bit of sartorial hypocrisy.

I have just been assessed - and found wanting. It's nothing to do with my classroom performance of course: that aspect of the job never seems to attract the kind of attention accorded to the supervision of school dinners, the presence or absence of CND stickers on cars and other matters of grave public concern. What, I mused, could be wrong as I saw the deputy head approach me, confidentially lowering his voice and closing the door so that we were alone in the staff "quiet" room. Was I suspected of illicit liaisons with sixth-formers? Had a parent complained about the depraved literature a child was forced to study at O level? Had I inadvertently pocketed 32's photograph money? The look of serious concern on the deputy head's face portended news of a grim nature.

"I want to have a word with you," he said, in a voice a practised undertaker might use to a bereaved relative, "and you probably know what it's about." Well, no I didn't, actually, but I decided it would be a tactical error to admit ignorance, so I just made a non-committed, grunting noise. He couldn't help noticing, he went on, that - and here he paused, allowing my now fully attuned brain to fantasize briefly on the possibilities: that I'd written the same comment on all my fourth year reports, that I'd booked the video for an entire week, that... that... He coughed. He couldn't help noticing that I wasn't wearing a tie.

"Now you can shoot me down in flames if you want" - a tempting invitation - "but I think we must insist on certain standards." Ah, that magic word. Standards. He then trotted out the usual clichés about our impact on the children - sorry, youngsters, the difficulty of getting the youngsters to be smart if we weren't, how much we could influence them, and so on. By now there was a kind of fervour in his demeanour as he moved to his clinching argument: "We've got to look the

part if we're to gain the youngsters' respect." Most of my colleagues consider me somewhat too garrulous for my own good, but for once I had nothing to say. I managed a few words in my defence, but my true feelings were overcome by the inherently judicious nature of this encounter, and it was only later that I could properly formulate my response. Here I was, eight years a teacher, in the process of getting myself established at a new school, and being subjected to the kind of treatment usually doled out by this man to errant third years - and, it has to be admitted, accepting it!

Why do some schools make such incredibly naive assumptions about how pupils perceive us?

## 'We must insist on certain standards'

My not wearing a tie was seen by that deputy head as a dangerously subversive action, the kind that might adversely affect pupils' behaviour patterns. I need hardly say that this wasn't the case. On the few occasions when I'd turned up to school not wearing a tie, most of my pupils hadn't noticed, or certainly weren't moved to comment. Why should they? I don't think my lessons were any more difficult than usual, nor were the pupils any more or less courteous than normal. Once, a boy did ask, in a friendly way, why I wasn't wearing a tie. I told him, truthfully, that I hadn't felt like wearing one that morning. He felt a bit aggrieved that he had to wear one until I pointed out that there were any number of things that I, as an adult, could do and that he, as a child, couldn't. He accepted this, as I think most people would. What really rankles, though, is this obsession

with ties. Why? As I staggered into the main staff room, still suffering shell shock, I looked round at the assembled male members of staff. All wore ties. One was wearing what appeared to be his old school tie, and it was clear from the patina of grime and grease that had accumulated on it that he had been a particularly grubby schoolboy, and that he hadn't bothered to wash the article in the intervening 28 years since he had ceased to be one.

Another tie, belonging to a science teacher, was of a width and colour fashionable in 1972. Its knot was so huge it might have looked grotesque, but as it was set against similarly gargantuan shirt collar and jacket lapels, the overall effect was of a quaintly appealing outdated fashion plate; it was spoiled only by the scorch marks on the tie, caused, I guessed, by daily close proximity to bunsen burners.

I started to take in details of other items of clothing on display, and as I glanced round at the baggy corduroys, the ancient tweed jackets with their inevitable leather appendages, the crumpled shirts with fraying collars, I realized, though I am admittedly biased, that I was the smartest man there: the smartest person was a woman, though she wasn't wearing a tie. Was my colleagues' mode of dress instilling smartness in pupils? Were these disastrous assemblages of ill-fitting and abominably coordinated clothing inspiring feelings of awe and respect in the malleable minds of our young charges? I doubt it.

The following morning, as I watched him in asseccably, exhorting a mixed bag of athletes, agnostics, muslims and lapsed Christians to give thanks to Jesus, I fingered the bright pink tie I was wearing, and pondered on his parting words the previous day: "Of course, I hate wearing them. First thing I do after school is take mine off."

Rob Spence teaches English in Yorkshire.





## Lest we forget

Eric Midwinter recalls his time on a homework chain-gang

Their names are deeply etched in memory. Four or five times a day the roll call would be taken, either for registration or the collection of marks, and it became unforgettable. Anderton, Armory, Benn, Binster, Burton, Claggitt, Clivedon, Colinwood, Cowper, Gadwick, Grenville, Halling, Higgins, Hodge, Hogarth, Huddleston, Jamieson, Marsden, one-self, Milton, Monsdale, Mooney, Pelham, Sanders, Spellow, Turton, Waring, Wells, Wilder, Wilkins E. K. and Wilkins S. H.

Lest we forget. It is a register which might have been borrowed from the 1914-1918 war memorial of a moderately-sized village. In fact, it is a roster of the fleet of scholarships launched at the local grammar school midway through World War II. The surname was the dignified mode of address, and the way in which all staff attempted to retain an aloofness from us, shunning the pally familiarity of the Christian name.

We never used Christian names ourselves: I could only manage a tentative note of half a dozen forenames, and that's including mine. What we did have was nicknames. The camaraderie of the cloakroom and the playground revolved around the use of nicknames. It would have been regarded as sentimental and childish to refer to one another as Graham or Robert.

The nicknames are almost as memorable as the surnames. A choice collection is here included as an authentic sample: Duffy, Bowie, Podge, Snoops, Godfrey, Brad, Slop, China, Tofo, Screw, Jammy, Dobber, Turpin and Pillbox. Most of the derivations are lost in the mists of a thousand playtimes. If the surnames are reminiscent of the roll of honour, a military analogue for the soubriquets would be a forces record request programme on the radio, such as *Family Favourites*. "And here is the Manchester Schoolchildren's Choir, accompanied by the string section of the Hallé Orchestra, to sing *Nymphs and Shepherds*. It's for Duffy, Bowie, Podge... and all the boys in Hut 27."

There we were, locked, for 8,000 hours, in rooms barely large enough to hold our 30 tip-up desks and ourselves, incarcerated with one or another of our bizarre monitors. Spending 8,000 hours of the formative years of one's life with a platoon of 29 of one's peers must be of compelling import. It must determine much of one's character and attitudes, even if it is difficult to analyse quite how this occurred and with what effect.

We were very much the battery hens, our

existence pre-programmed and pre-packaged. We had a yocks tantivy timetable. We were hunted, in our 30-strong pack, from an hullo in the languages room, to a view in the art room, to a death in the gymnasium in the morning. Like a herd of wildebeestes, like some juvenile soviet, like a piece of multi-cloning from a bad sci-fi yarn, we sang *Strawberry Fair*, leapt bucks and showered, droned endless scriptural injunctions and mouthed French irregular verbs as one boy, and counted the number of times the geography master said "er", as the choristers might say, *hail*.

Tiny variations were, of course, discernible, but, above all, there was the collective. For instance, one important common denominator was that we were all cheats. The game of schooling had its unofficial rules, and these were the ones by which we played.

Cheating was very much like that contradiction in terms, the professional foul.

*'Cheating was very much like that contradiction in terms, the professional foul'*

Masters too indolent to mark our endeavours were, rightly, regarded as sitting ducks. They would give us a test - say 20 French words or 10 battles or generals from the War of Spanish Succession - or they would request our involvement in a dozen or 20 maths problems or scientific posers. This completed, they would ask us to swap books or slips of papers, and mark someone else's efforts. Counterfeiting was the natural riposte.

Actually, so little checking was done that, afterwards, when the roll was called, you could shout out any number at random like a maniacal bingo caller, but, mostly, people faithfully accepted their partner's forgeries and bawled out the false mark they had been awarded.

The chief play was a kind of homework

cooperative. This was a mutual assurance group which met daily at the school gates at about 8.30 in the morning to exchange data on the previous night's preparation. Anderton, Clivedon, Burton and Hodge, for example, were competent mathematicians and even, to the remainder's total incomprehension, found some trifling fascination in the arcane runes of that most mysterious of disciplines.

Others - Binster, Spellow, one of the Wilkins - could handle the languages, and gave those less articulate a quick run down on last night's translation. Others again - Higgins and Pelham spring to mind - were junior boffins, and made telling scientific contributions to the friendly homework society.

Those whose talents were artistic - Waring, Cowper - or non-existent - Turton, Monsdale - were at something of a discount. These, and others, made their faltering way in the world of homework by a mixture of techniques.

There was bribery, chiefly of the psychological brand. Few schoolboys wished to appear hoity-toity or possessive about their academic talents, and most, naturally enough, were keen to be liked. Moral blackmail was often sufficient, then, although occasional gifts of pieces of Kit-Kat were known to change hands.

A cheerful insouciance and overbearing friendliness was frequently the limit of the pressure needed, together with the heavyhanded hint that one shouldn't leave a form-mate in the lurch. The discreet threat of GBH was rarely needed.

Most surprising and pleasantest of all was the primitive justice which never failed to operate over the five-year plan of false scholarship. In a French or maths test, Binster and Burton would always, respectively, obtain the top mark. For each subject we had an exact knowledge of what sequence the form-list should follow, and our deceptions and forgeries kept impeccably to those orders of merit.

A sort of handicapping system operated, whereby most people had five or six marks added to their natural scores. It was a kind of unearned increment, a 30 per cent bonus declared unilaterally by the work-force. We were not particularly competitive, and had no profound aspiration to outstrip another.

If Higgins had nothing better to do than appraise himself of the qualities of magnetism and track the myriad routes of a thousand iron filings, good luck to him. He was "top" at science. There the case rested, and no one, by dint of deceit, would bother to outshine him.

The true and pure competition was with the stiff, who forever insisted on setting us these unpleasant tasks, particularly of an evening or at weekend when there were wirelesses to be listened to, parks to be played in and cinemas to be frequented. This collectivised fraudulence was intended solely to outmanoeuvre the teachers and pass muster with them, so that work would not be re-set or pupils tossed mercilessly into detention.

By the fourth and fifth years, with these tactics honed near perfection, it was likely that the 30 of us did the equivalent of about six pupils' labour. Thus it was with some trepidation that we face the abstract jurisdiction of the Joint Matriculation Board which seemed to us like Hardy's "President of the Immortals". It was all-seeing and aloof. In its majesty it was scarcely vulnerable to our scurrilous schoolboy japes.

But the Great Headmaster in the sky smiled on us, and 28 of us passed the school certificate. This left but Turton the Thick and Monsdale the Idle (the parental notes he magically produced to excuse his ceaseless laziness were of no avail at this crisis) certificateless.

Yet there is a wry and crazy predictability about our education system, securely based, as it is, on foundations of irrelevance. Just as one might have prophesied that Grenville the Rude, easily the dirtiest-minded lad in the form, would have become Grenville the Saintly, his entire life spent on missionary work in the Brazilian forests, so might we have guessed that the two failures would become Turton the Rich and Monsdale the Richer, easily the wealthiest products of those formative years in the homework co-op.

And that was that. We slipped quietly and anonymously away in twos and threes as each individual examination stint was completed. Some hung on to play cricket or make ready for the sixth form, but these were no more than the half-a-dozen. The others just vanished. There was no grand slam of a bell-raising finale. We dutifully did our proper share of answering five questions in two hours, made an excuse and left. Eight thousand hours shared by 30 lads, and then we all slunk silently away, the springtime of our transition to adulthood well over.

That is the true old boy network, rather than the odd instances of later backscratching and influence. Much is written about the subjects taught, the methods used, the teachers deployed and the homes occupied by the students. Surely what is as telling for the future must be that social amalgam and entrapment of the pupil group itself.

Coventry uses urban aid funds to give children a taste of the past in their holidays. Hugh David reports.



You didn't think you were coming here for an easy time, did you?" barked Mr Bumble, a tall, forbidding figure, black-bearded and wearing a dark frock coat. The small boy in front of him winced, his tousel head sinking until a soft chin rested on a stiff and grimy collar.

"Did you?" Following the beadle's, the urchin's eyes dropped to a single sheet of paper on which his splashed and spattered attempt at copperplate had still to dry. Although he had been engaged in the copy-writing for the better part of the morning, up until the moment of the adult's unwelcome arrival he had produced a mere two lines, a dozen words each as shaky and hesitant as the last.

*"Horse: quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive..."*

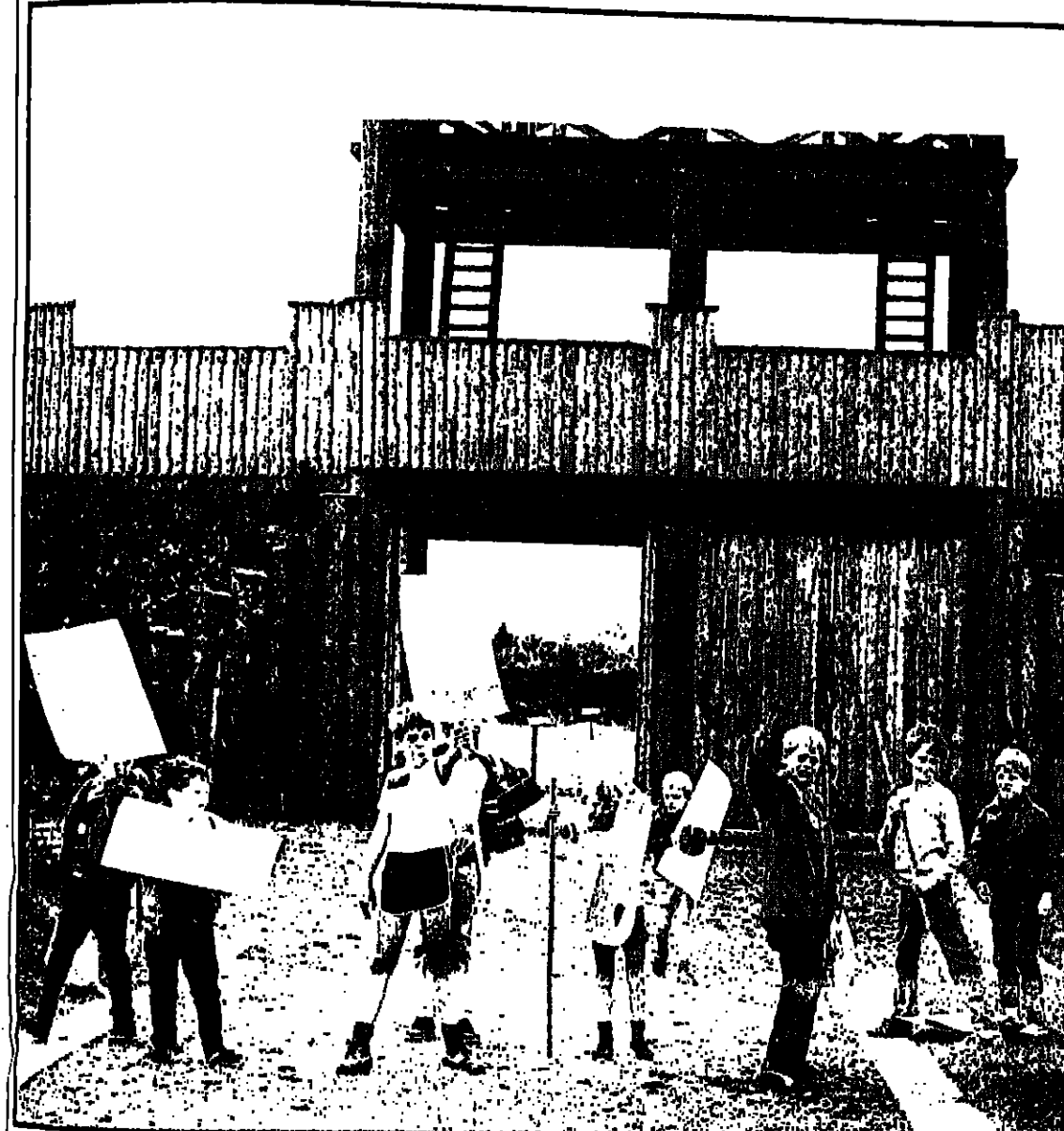
The scene is the refectory at the Coventry Workhouse and House of Industry, and only the presence of a video camera betrays the fact that this is July 1985. In every other respect the place is exactly as it was 100 years ago.

Twenty-three unnaturally tidy youngsters, the girls in smocks, the boys in high collars and the oldest barely 12, sit silent, dwarfed by the high walls of red sandstone. This is their summer holiday and visitors have frequently to remind themselves that the children have actually chosen to undergo this Dickensian version of the short, sharp shock.

It is, in fact, the second day of a two-day programme exploring various aspects of Victorian life, itself only a small part of a varied package of summer holiday activities organized by the City of Coventry's Department of Leisure Services. The children had spent the previous day learning the Victorian skills of bonnet and hat-making. They had all dipped candles and tried out a traditional recipe for peppermint creams. Now they were sampling the less decorous side of Victorian life with a remarkable full-day drama improvisation about life in a workhouse.

Our teacher, Mr Bumble, Gives us what we need: Discipline and hard work And punishment for greed... There was compulsory hymn-singing first thing in the morning, a strenuous P.T. lesson and then a full programme of written work. Copywriting

## Down in history



Legions of children answer the call to arms at The Lunt, a partially reconstructed Roman Fort.



with scratchy ink-pens was only one of the activities on which the authors of the 1902 Education Act, let alone Lady Plowden, would have frowned. And was betide the idle! They were made to stand at the front of the class wearing enormous white dunce's caps.

Lunch, when it finally came, was a bowl of gruel. Unlike Oliver Twist, however, none of the children was moved to ask for more; most took one sip, wrinkled their noses in disgust and surreptitiously opened the packets of crisps and peanut-butter sandwiches they had brought with them. But - in one of the day's few concessions to contemporary life - Mr Bumble and his lady assistants turned a blind eye to the bags and cellophane wrappers which were mysteriously appearing on all the tables, being no keener on the gruel than their charges.

"Foul stuff!" Mr Bumble, in ordinary life a B.Ed student, was to note that night in the project log. He went on to describe the approach he and the other project leaders had adopted. "Harsh authoritarianism allied to a certain degree of benevolent coercion," was the order of the day, he said.

Project co-ordinator Oonagh Arigho agreed. "We tried to be as realistic as possible," she said, "and I'm still amazed that the children went along with us. The only real problem we had was with reading. Because some of them were younger than we'd expected they couldn't cope with reading aloud."

The Victorian life programme is one of four which Ms Arigho, education officer at Coventry's Herbert Art Gallery and Museum, has organized with a grant from the city's Urban Aid programme. Intended for inner-city children involved in the education department's extensive summer Playscheme project, the other "People of the Past" programmes look at the life in the reign of Queen Elizabeth I, at carnivals past and present and at the world of Krishna.

"We've got so many exciting resources for this kind of project in Coventry", Oonagh Arigho explained. "We chose to set the second day of the Victorian programme at Whitfriars because it really was the city workhouse 100 years ago. Even now you can still see where tables and benches were attached to the walls in the old refectory. But it was originally a large medieval friary, then a private house. Queen Elizabeth I stayed there in the 1560s. So naturally we're doing our Elizabeth programme there too."



A little out of town, the Lunt is another of those resources. A partially-reconstructed Roman fort dating from the 1st century AD. It is the setting for the fifth of Ms Arigho's Holiday '85 programmes. Capitalizing on the building once again - the fort's restored timber gatehouse rises to a height of some 25 ft - it offers an introduction to Roman life.

Intended for 8 to 12-year-olds, the twice-daily, two-hour programmes focus on the life of an ordinary soldier. They give groups of children the opportunity to make and decorate their own helmets, shields and standards, modelling them on the full-size replicas on display at the fort.

Like the two-day "People of the Past" programmes, the Lunt activities are specifically intended for inner-city children. "Personally, I'd love to open all the events to everyone," Ms Arigho admitted. "But the money comes from the Urban Aid budget so we have to be selective."

That is why we can only take kids from Playscheme groups."

Back at the workhouse the earthenware bowls of gruel were being cleared away for the afternoon activities. It was clear that things were going to be no easier than they had been in the morning. Still in their smocks and high collars, the children were divided into groups and assigned various tasks. There were dish-cloths to be knitted, samplers to be sewn and a steaming vat of rage to be washed and pounded with a genuine Victorian dolly-peg.

Only when all that had been done to the satisfaction of Mr Bumble and his ladies would the temporary urchins be presented with their Scrolls of Release and allowed to escape back to the creature comforts, the convenience foods and child-centred education of the late twentieth century.



Photographs by Roy Pearson







## BOOKS

## Spain on trial

*Inquisition and Society in Spain in the 16th and 17th centuries.* By Henry Kamen.  
Weidenfeld & Nicolson £16.95. 0 297 78584 2.

This study, the fruit of extensive and thorough research, presents a picture of its subject in many ways novel and at times astonishing. It replaces Kamen's earlier (1965) *The Spanish Inquisition*.

As Kamen points out, it is only relatively recently that the Inquisition has begun to be studied in its social context. This new approach has directed attention to a mass of contemporary documents heretofore either not known, or not thought pertinent to the matter.

The work falls roughly into two parts. The first is mainly historical, and starts with the expulsion of the Jews who refused forced conversion to Catholicism during the reign of Ferdinand and Isabella. It traces the rise of the Inquisition, the development of which it charts during its period of greatest power. Thereafter, there follow chapters on the organization of the Inquisition, on its procedures, on trial and punishment, and, after a historical digression, on its position in Politics and History. At every turn there are apt quotations from contemporary writings which give a vivid impression of what people in various walks of life thought of the Inquisition, what they expected of it, what they objected to. In short, what emerges is a picture of the Inquisition as an institution that

formed part of Spanish society and moulded it as much as being in turn moulded by it. What Kamen succeeds in showing is that the conventional picture of the Inquisition drawn mainly by its most fanatical enemies, as the personification of sadistic cruelty and ruthless persecution – the picture that fathered Mrs Radcliffe's *The Italian* or Lewis's *The Monk* – is grossly exaggerated and in some respects wholly false. In certain connections the Inquisition was at times reasonable, tolerant and even (by the then standards) humane – more so than was the rule in the rest of Western Europe.

This does not alter the fact that the Inquisition was oppressive and terrifying; but it makes it clear that, in the given social circumstances, its oppression often had what then were accepted to be reasonable grounds. The picture of the Inquisition in Shaw's *St Joan*, though possibly idealized, is perhaps closer to what often was the reality.

There were of course abuses. The Inquisition was a large unwieldy body without assured financial support. The need for funds put a premium on confiscation of property and led to grave wrongs. The very procedures of the Inquisition, their tardiness, the absence of appeal or adequate defence were of a nature to produce crying injustices.

All in all, this is a work that needs to be read by anyone interested in the Spain of the period, or indeed in modern Spain.

Pierre Watter



An illustration from Bikers: Birth of a Modern Day Outlaw – an “unselfconscious analysis” of the “Freedom” to which the Bikers Movement is dedicated, by Maz Harris, member of the Hells Angels, MC, England (Faber £6.95)

## Post-Franco

*The Transformation of Spain; from Franco to the Constitutional Monarchy.* By David Gilmour.  
Quartet £12.95. 0 7043 2461 X.

First the gossip bits. Franco kept the mummified hand of St Teresa of Avila beside his bed and took it around with him on his travels. In his eighties he listened to military marches every day and napped up and down his study in time to the music. He believed that Mendès-France, Peron, and the governments of Italy and Gibraltar were all controlled by his pet hate, Freemasons. Further, he believed the *New York Times* was the “bastion of international masonry”. Nor does David Gilmour confine his footnotes and asides to Franco; did you know, for instance, that the design of the Basque flag is based on the Union Jack?

Second the fascination of hindsight that books such as these provide. It is interesting, for instance, to reflect on what Manuel Fraga, now leader of the right-wing *Alianza Popular*, was doing to strengthen his position in the last years of *franquismo* when he appeared as one of the more liberal of Franco's supporters.

As David Gilmour shows, he came very close to being prime minister in the second of the “transitional” governments, after the restoration of the monarchy or, as Franco preferred to put it, the “installation” of the monarchy (thus turning his back on links with the old royal regimes). But Fraga lost out to the young upstart Adolfo Suarez, who won the post as a result of some careful manoeuvres by one of the King's key advisers, his ex-tutor Torcuato Fernandez Miranda. Suarez, of course, suffered a crashing electoral defeat after his initial successes in opening up the country after years of isolation. Many thought he would disappear from politics after such humiliation. But in his desire to regain his lost powers – as well as in his smart suits – he shows a great similarity to Valery Giscard d'Estaing.

Certain members of the current government also crop up in the story of the last years of *franquismo*: chief of them, Miguel Boyer. He was working as Director of Studies at the National Industry Institute (INI) in 1974, but resigned when Pio Cabanillas, who had been responsible for a certain liberalization of the press, lost his Cabinet post because of pressure from the old guard on the ailing Franco. Gilmour points out, a number of senior officials resigned at that time, but few careers were damaged. Boyer, as Felipe Gonzalez's finance minister, has played a central role in the first socialist government in Spain for nearly 50 years, and Carlos Solchaga, his deputy in 1974, who resigned with Boyer, is Industry and Energy Minister.

David Gilmour has written a valuable and important account of the decline of a remarkable dictatorship and of those uneasy years when no one believed that democracy would last. The King would ever be the military at their own game. The book is a useful guide to the endless political parties that came and went, all with similar names concocted out of the words “popular”, “democratic”, “christian” and “unity” and he has drawn on all the relevant published sources. He has also given the developments in the Basque Country and Catalonia careful attention.

While there is no doubt of the need for a reliable historical record of the times, such as this is, I found myself wishing that he had chosen instead to write about the transformation of Spain under Felipe Gonzalez, monarch of the lines of Robert Graham's *Spain: Change of a Nation*, which was published last year. David Gilmour's work ends with Suarez's defeat at the polls, and he rounds the book off with an epilogue underlining the importance of the post-Franco period in the context of Spanish history. He's right, but Spain is changing very fast in certain ways, and this lessens the relevance of the book today. When he turns to the government of Gonzalez, and how it chose to confront (or avoid) such issues as NATO, Gibraltar, the EEC, the unions, and Basque terrorism, then I think he will have written a lot more interesting book.

Nicholas Tucker

Sarah Jane Evans

## All about Eve

*Eve, her story.* By Penelope Farmer.  
Collins £8.95.

The myth of Adam and Eve has inspired great pictures and poems but not so far attracted novelists. This is surprising, since as a straight narrative it cries out for more explication. In terms of mystery and detection, the cover story is the sort of things Miss Marples would take pleasure in quickly reducing to rubble. How come Jehovah was right there just after Eve ate the fruit? Did he know she was going to do this all the time? Was the serpent set up as a Fall Guy?

Some such speculation enters into Penelope Farmer's novel *Eve*, but her overriding concern is to put the story right from a feminist point of view, a reasonable objective given the way

Eve became symbolic for all female weakness. For Miss Farmer, this represents a deliberate connection by the ancient Jewish priesthood intent on undermining the role of women and hence earlier long-established mother-worshipping rituals. In *Eve*, by contrast, our heroine emerges as a strong-minded, instinctual woman, curious about the taste of all fruit and free with her physical affections.

Not so Adam, a dour empire-builder less sensitive than the serpent, an upright figure in every way before finally losing his legs. While it is *Eve*'s ultimately courageous decision to eat the forbidden fruit and so find out about death as well as life, the serpent merely prepares her for a choice only she can make. Angels, meanwhile, hover in the background; authoritarian figures from another world,

radiating suspicion rather than light. The climax to all this is moving and provocative, and there is never any doubt that *Eve* is a deeply serious work. Finding the correct prose for God and his intimates is never easy. Eve talk like a twentieth-century picture. While in no sense a children's book, it could well become something of a cult novel drawing as it does on what is surely one of the most haunting stories from another world.

Nicholas Tucker

Sarah Jane Evans

## Our story

*A History of the English People.* By Paul Johnson.  
Weidenfeld & Nicolson £5.95. 0 297 78623 7.

Paul Johnson's idiosyncratic version of the history of the English (explicitly not British) rules (actually not the people) from the Romans to the present day, which was first published in 1972 as *The Offshore Islanders*, has now been reprinted in paperback with minor revisions in the prologue and epilogue to take account of developments during the past decade. Every-one interested in our history should read it, though it should be taken with a certain amount of salt, or else balanced with something like A. L. Morton's old *People's History of England*.

Nicholas Walter

## Someone else's prejudice

*The Black and White Media Show*  
BBC1, August 5.

For most of its viewers, *The Black and White Media Show* was probably perceived as a revealing exploration of someone else's prejudice: racists would not have bothered with the programme which was not mainly concerned, in any case, with overt racism. There are few instances of this in the British media, but they do reflect stereotypes and it is entertaining rather than shocking to discover the less obvious ways in which they are perpetuated. There is also intellectual pleasure to be got from the notion that the middle-aged black woman once used to advertise “Aunt Jemima's Pancake Flour” was an effective image because black women are perceived as servants, and homely, reliable and cheap. Nice one, Bob.

The programme started by looking at representations of black people in comedy, which feeds to a large extent on stereotypes of one kind or another; there was an interesting analysis of his own career by Lenny Henry, touching on the crucial question of control. Michael Grade pointed out that in the United States, where black people are better represented in the political sphere, there is considerably less disguised racism on the media.

The presenters invited us to make up our own minds on the basis of the evidence. Drama presents a different problem from news or comedy: should writers try to correct stereotypes? To what extent should they merely present an image of a prejudiced society? That images are not neutral reflections of reality is most evident from analysis of news reporting. The alternative representations of a strike by Asian workers in Leicester – the report actually broadcast beside another made up from the available footage – was a scrupulous demonstration of the slanting of news to assert different points of view. There were examples from film, from a comedy sketch by Bob Fergusson, head of media studies at London University.

So was it all an intellectual exercise, designed for the converted? Of course

not. Stereotypes are a necessary means to comprehend the world beyond direct experience and the media impose them on us whether we like them or not and regardless of our more considered opinions. I hope that some viewers were surprised to see how obviously prejudiced some of these extracts from television programmes appeared, in this context; and that, like me, they recognised one or two that they had passed on first transmission as merely the standard output of the BBC and ITV.

The presentation of *The Black and White Media Show* was didactic and my chief complaint about a programme with such evident relevance to education, is that it was broadcast at the wrong time of year. I have the feeling that most teachers are probably away in the Greek islands or tramping the nearest television set, let it my fault if I have this stereotyped image of what they do with their extensive summer vacations?

Robin Buss



R J Bonds, Josh Cruze, Jim Tracy

## Veteran vehicle

Mike Durham previews 'Tracers' which opens tonight at the Royal Court Theatre Upstairs

"They say time heals wounds. Well, America needed some time". The words, faded, brittle-headed Yankee folds his hands gently and his eyes gleam. "We needed some time, too".

It is 10 years since America's defeat in the Vietnam War, and only now is that nation coming to terms with it. In that time, television and books, American everywhere have begun to wring the last drops of reassessment from the war. One group which has felt the full of Saigon are the ex-fighting men themselves, the Vietnam veterans.

*Tracers*, which opens tonight at the Royal Court Theatre Upstairs, is an attempt to redress the balance. It is a play about the Vietnam experience by former combat soldiers, and it claims to throw a new light on the business of war. "The vets are not going to forget," says one. "We were there, we lived through it. For that reason, every time we go on stage we are going through something more than a non-vet actor might. It's a cathartic experience".

The play was conceived by writer-director John Dufusco (served in Vietnam's Central Highlands, 1967-68). Inspired by meeting a fellow vet, he placed an ad in a Hollywood newspaper asking for other veterans to participate in drama workshops about their combat experience. The group met throughout the summer of 1980 and the result was a play which was a critical success in Los Angeles. It subsequently transferred to New York

where a production by the all-vet Vietnam Veterans Ensemble Theatre Company (Vetco) ran for six months to general acclaim.

There have been other plays about the Vietnam War – *Vetco* itself has done 21 original productions. What makes *Tracers* different is the nature of its genesis as an “ensemble” piece based on real experience, and some actors say, the gritty confessional rehearsal techniques. “It's group-created,” explains Dufusco, “and so it's not a play with a straightforward story line, more of a ritualistic collage of events. It's eight men's stories intertwined.”

The chosen actors sat down day after day to discuss how Vietnam had affected them, what they felt then and how they feel about it now. As one actor in the play repeats searingly, “How does it feel to kill a man?” And the story was brought right up to date by reference to the veterans' post-combat experience, including the dreaded Post Traumatic Stress syndrome which most later suffered. The outcome is a series of linked tableaux with a bare stage and few props. *Tracers* is also claimed to be the first Vietnam rock musical, with music from the Rolling Stones, The Doors, Country Joe and the Fish, and Bruce Springsteen.

America, it seems, is now ready for a raw, honest play about Vietnam, despite the plethora of Hollywood box-office fantasies. Tom Bird, *Vetco*'s artistic director, says: “The climate of opinion has changed. In the past the attitude was ‘Oh, another war play’. Now the veterans' own story is being

recognized. Our time has come”.

One of the original workshop members is R J Bonds (Vietnam 1968-69, “pride to have served and grateful to be here”). He plays The Professor, a “naïve, lost and searching” 19-year-old GI who made a friend in combat, only to see him die. His story is true. He said: “I was 19 and pretty much a momma's boy. When I was called up I thought, here's my opportunity to serve my country and become a man. But it wasn't like that. I was frightened and couldn't make sense of it all. I used a lot of drugs and alcohol. I became very isolated, bitter and confused. I saw combat and I lost friends, but I made it back.”

“On my return I was alienated. I didn't know who I was. I had about five rough years. I went from college to college, jail to jail, state to state, girlfriend to girlfriend. It was not a conscious way, but I was always searching. I finally found peace in 1984. What *Tracers* has done for me is enable me to look at my own experiences in the most honest way for 17 years. Each of us was at least able to talk about fear, courage, cowardice and those human emotions most of us had not been able to face up to.”

Cathartic for the participants, perhaps, and gripping theatre – but is *Tracers* an anti-war play? Tom Bird explains: “We're not pacifist and we're not pro-war. But none of us wants America to go blindly into war again. That's the issue we explore. And above all there's the sense that all of us were there. We were there, we are because of what we went through, and now they're listening to us at last.”

## Radio

## Dramatic effects

An actress who occasionally drags up in the audio equivalent of short trousers to play one of those throaty lads that tend to crop up in some School Radio plays tells a nice story about her own child first hearing the medium in the infants' school. “Please miss, that boy's my mummy.”

It says something for Mum's acting that the teacher started an explanation of the basic facts of life. The story also illustrates how much you can hope to get away with in radio drama, something also made clear by that recent television play about the making of a radio play, *Radio Pictures* (BBC) by Stewart Parker was painfully accurate and funny (at least to anyone in the trade) and allowed Geoffrey Palmer as the producer of the radio play within the television play to get his own back on every producer who has ever directed him in the bowels of Broadcasting House. Ian Sears was also spot on as the effects studio manager, seductively shadowing an actor too encumbered with his script to rustle the curtains or click his own camera.

“Good heavens,” a former radio producer said to me after seeing the play. “Do they still make plays that way?” Yes, I'm afraid they do, and while some producers and some studios have what it takes to create some very convincing effects, too often an

over-literary script ends up sounding like an over-literary script.

Some sort of watershed was crossed a month ago in an under-noticed drama documentary called *For the Common Good*. Written by Mike Walker and produced by Jeremy Mortimer, its exploration of police and DHSS harassment of the single homeless had a terrifyingly realistic sound from a cast who actually sounded like real people in real locations.

There are two very different chances to take the temperature of radio drama this coming week. The Monday Play (Radio 4, 8.15pm) is *Ascension Ritual* by one of this country's leading black writers, Edgar White and is about a 39-year-old Caribbean losing heart in a London Community Centre. The next morning there is an evocative play from Wales, *Old Man Ego* by David Griffiths (Radio 4, 11.0am). Set around 1950, it dramatises a young boy's daydreams as he sings in the local church choir and lives in anxious fear of everyone around him. It is well worth hearing if only for the incredibly natural performances of John Davies and Ben McAllister as the choirboy and his friend. Full marks to producer Adrian Mourby for careful casting – even if someone's Mummy is going to lose work as a result.

David Self

## Coming of age

*Coming Into Majority. Support for Youth Theatre in the 1980s.* By Roger Hill.  
Available from The Secretary, The National Association of Youth Theatres, 19 Maple Road, Halesowen, West Midlands, B63 8JP.

“Youth Theatre is coming of age even as its membership is doing”, exclaims Roger Hill in *Coming Into Majority*. And the excitement he feels at its rise of passage into the mainstream of British arts comes through the banal tub-thumping and stylistic clumsiness of his report.

Commissioned by the National Association of Youth Theatres with the financial assistance of the Calouste Gulbenkian Foundation, it details the support and funding (or lack of it) given to youth theatre work in different parts of the country. In particular, it focuses on work in the North East (“the heartland of British Youth Theatre”) with more than 30 groups established in Northumberland and Durham alone, in the Midlands and at the village of Church Stretton where the Yd Sloof group works in an isolation rather patronizingly characterized by Hill as “the Shropshire of young alcoholics and Rushbury discos, of the formica tables and beat-up Land Rovers”. Hill visited all three areas over a six-month period last year, and

his observations make interesting reading.

But they are only a minor part of the report. As the balance sheets and specimen accounts for the Midlands and North East suggest, Hill's main concern is with money. He is obsessed by it, more exactly by his belief that extra cash to pay full-time drama workers and equip permanent “performance bases” will improve the quality of both young people's drama (questionable), and their very lives (ditto). He is of course writing for the converted, but many teachers and youth workers will be unable to suppress a hollow laugh at anyone capable of saying: “If, as it seems, there will always be money for Education there must be hope that more of it will flow into community-oriented work in the future.”

Personally, I was left longing to know more about Yd Sloof's work. Hill's disappointment with them is clear enough: “Here then was my dilemma with this group. I had come to study their funding, and to work out with them various monetary escape routes from their isolation, to help them to achieve more resources and greater financial support, and money was not what they wanted, apparently, or needed”. How dare they!

Hugh David

## Two and two together

*Frikzhan*  
National Youth Theatre. The Young Vic Studio until 10 August.

They may no longer be able to muster more than 17 actors on any one stage at the National Theatre, but the National Youth Theatre has a company of some 500 this year. More than enough there, one would have thought, to beef out the busiest crowd scene. But, quixotic as ever, the NYT has chosen to open its 1985 season with a two-hander.

*Frikzhan* won for its author Marius Bril the £500 award for Most promising Playwright Under 21 in this year's Tesco/NYT playwriting competition. Stupid to suggest that the judges read only its first act, although it is impossible to say other than that the play loses its way after the interval.

Beginning com brío, all barrels blazing, it brings into conflict Joe King, a black DHSS official, and Andy Web-

ster, an unemployed ex-policeman. They do not get on, and Mr Bril handles the neatly reversed conflict with considerable assurance.

Things begin to go awry when the two men realize that they went to the same school. They fall apart when the action leaves the doll office and Joe puts two and two together. Webster (literally) calls a spade a spade and, as a programme note might have put it, painful memories of the 1981 Brixton riots are aroused.

It all leads to a messy, melodramatic conclusion. But to reveal more would be unfair to Dholi Newman and Niall Refof (Joe and Webster respectively), to director Mike Afford and lighting designer Dave Bryant, all of whom share credit for the spare elegance of the production.

HD







## RESOURCES

It's an attractive proposition, the idea of learning and having fun at the same time. Understandably, schools can't put fun too high on the curriculum priority list. Work can be fun, but isn't always. However, well over 100,000 school age children will have the opportunity of sampling the learning/fun combination at activity holiday centres in Britain this summer. And a surprising number are choosing to place the emphasis on learning. Most of these camps offer computers as part of their activity. Both of the larger companies, PGL and Dolphin actually offer camp programmes with computers taking up half the day activities.

11.30am at the Dolphin Centre based at Wellington College, Berkshire. Despite the public school atmosphere of the buildings, the academic atmosphere in the computer room is relaxed. Despite the blazing sunshine and the enticing selection of swimming, riding, biking and other fun activities, quite a lot of campers have opted for the attractions of the keyboard and the VDU. 11 year old Toby, for example, is being helped to master machine code. Perhaps Toby's parents had better not be told that machine code isn't likely to help Toby pass a single examination. Not that their £44 per week (plus VAT) is going to be wasted. He wants to learn machine code so that he can write programs for faster, more exciting arcade style games, and he's on holiday, so why shouldn't he?

Elsewhere in the computer room a slightly older girl is getting some help with basic "concept" electronics, having never touched a computer at school. In another corner, two boys are working on a pure maths program whose complexity and purpose escapes me. To add to the confusion, one of the boys, who has been helping his friend, is Belgian, lives in Spain but speaks English with an accent because he goes to an American school. Significantly, no one is playing space invaders.

The computer session is organised by CDT teacher Stuart Simpson. He can offer robotics and electronics as adjuncts to the computer course. "Course" is perhaps the wrong word. There's no syllabus, no timetable, just



## Fun is the rule

Nick Baker visits a summer camp

the available hardware and the expertise. The specialist computer camper, who'll spend half his or her time at the keyboard, can be virtually guaranteed a machine to his or her own, with around 40 machines (mostly Sinclairs, with a smattering of BBCs and Commodores as well) available. Instructor:camper ratios are around 8:1. Instructors are mostly undergraduates, paid around £25-£40 a week plus bed and board for a gruelling timetable of activities.

John Charles, for example is a final year computer science student with ambitions not for teaching but for the world of computer consultancy. He's using the camp to brush up his personal

skills (it's good for cv's) and is relieved to be "in touch with human beings again", presumably after a long time communicating mostly with machines (or academics?). He finds going back to BASICs and contact with youngsters very refreshing. As he puts it "children are people too".

Three holidays' experience at Dolphin's computer camps have contributed to teacher Stuart Simpson's decision to leave the state education sector and enter the private one. Next year he starts at Merchant Taylor's School in Hertfordshire. "I've learnt here what can actually be done with more hardware than I've got at my present school" he comments. Naturally,

ally, a CDT teacher with a good knowledge of computers is likely to be in demand.

Watching Chris Rose, a biology student at the University of East Anglia, introduce some children to a video camera and recorder that afternoon gave a good example of the Dolphin approach to learning. Video is regarded as an activity rather than a "specialism" like computers. This means that you can do it if you want. Chris, who confesses to spending much of his term time in the university TV studio simply demonstrates the camera and recorder to a group of about twenty youngsters. Most wander away. The enthusiasts, age range about 9 to 16, remain to be taught the finer points of colour balance and direction of light. While the other children take part in the "Silly Olympics", most which involve balloons filled with water and platefuls of shaving cream, the "crew", including three Mexican children and one from Turkey, wander round using the camera in turn.

Rose is going to let the group decide what they want to do with the video equipment (there's no editing facility so it will have to be fairly simple) and has plenty of ideas about spoof horror films (Wellington College's dreaming spires will turn conveniently nightmarish in the evenings) or documentaries, should the children need help. Judging by their enthusiasm, they probably won't.

It would be wrong to go away from Dolphin with the belief that this is Summerhill recreated, with child based, child directed learning rediscovered. It's based very simply on the idea that children like to learn without teachers, without structure and without people to tell them to pack up and go off to the next lesson. Part of the teaching that goes on in some camps, including this one is EFL, hence the cosmopolitan atmosphere. Many parents are foreign visitors working here temporarily, and this sort of camp, where fun is the only compulsory subject on the curriculum, provides an excellent background to learn English both inside and outside the classroom. And for those who don't want to learn, there's plenty of swimming, sunning, riding and playing to get on with.

## Gentle Britain

The Chorley Kidnapping Audiocassette and book £8.75 Pergamon Press.

"Well, it's all over now, and thanks to our efficient police force, with no harm done," remarks the industrial tycoon Donald Chorley after he has been rescued from his kidnappers. The *Chorley Kidnapping* belongs to the conventional end of the detective story spectrum. The boys in blue are benign, considerate and effective, even revealing a rudimentary sense of humour. The villains - a Scotsman and an Irishman - are dark and sinister, and have previous convictions for robbery with violence and drug smuggling. Inspector Fleming, who leads the hunt, is given to expressions such as "Phew!" and "Good Lord!"

I have a hope that one day someone will break free of the shackles of gentility and orthodoxy that afflict much fiction produced for students of English as a Foreign Language, perhaps to write a story set in Raymond Chandler's "mean streets".

Despite the fact that it travels along a well-ploughed furrow, however, *The Chorley Kidnapping* is quite a good idea. The story is dramatized and recorded on cassette in 13 scenes. Students can follow the dialogue on tape or refer to the typescript in order to do the exercises in the accompanying booklet. The questions are often refreshingly stimulating. In addition to simple comprehension exercises, there are many which call for deduction, guesswork, the linking of dialogue with an accompanying map, and an ability to detect slight nuances.

My guess is that the story will prove entertaining and engrossing for intermediate students. But I wonder what kind of picture of Britain and the British students acquire from books aimed at the vast EFL market.

Ashok Bery

## MEDIA

Drugs have been discovered at Britain's most famous comprehensive. But who has been taking them and what exactly they have been smoking or sniffing behind the bike sheds at Grange Hill School will not be revealed until the new year.

At the moment Edward Barnes, BBC Television's Head of Children's Programmes, will only confirm that drugs do play an important part in some episodes of the popular children's drama series which are currently being recorded. The series, however - of 24 rather than the usual 18 episodes - will not be seen until after Christmas.

In the meantime, even Barnes's guarded announcement is bound to renew the controversy which the programme has always provoked. In past years it has made national headlines - and angered many parents and teachers - with its "hard-hitting" storylines involving such sensitive topics as child-molestation and racial prejudice. Adolescent drug abuse might well provoke an even bigger outcry, but Edward Barnes is prepared for the letters. "They come whatever we do," he said last week, "but this time I believe we are right to push ahead. You know, since the recent publicity about 'chasing the dragon' people have been telling me that my department ought to be doing something."

Realistically aware that even television has no magic wand, Barnes went on to explain why he believed the drama series was the right place to do it. "Somehow drama is more powerful," he said. "Of course we could run a piece about the dangers of drug-taking on *Blue Peter*, or on *John Craven's Newsround* perhaps, but I'm sure it wouldn't have the same effect. Children would find it like a teacher telling them what to do. In *Grange Hill* we can work through the whole idea with them."

Edward Barnes has always believed in the importance of providing children with high-quality drama. In the past few years his department has produced such series as *The Machine Gunners* and last Christmas's blockbuster *The Boy of Delight*. But that is



Stars of Grange Hill and the A-team. To which are children most drawn?

## Grange Hill drug find!

Hugh David talks to Edward Barnes, BBC TV's Head of Children's Programmes, about the power of drama

only half the reason for his decision to bring drugs into the classrooms and corridors of Grange Hill. "Children identify with that programme in a unique way, which has little or nothing to do with viewing figures," he said. "It is true that it has been one of our most consistently popular series and often in the Top Ten of children's programmes but, like a lot of children's shows, its relationship with its audience is more subtle than that."

It is a complex area, strewn with - often contradictory - sets of statistics. Put at its most basic, however, Barnes believes that the success of a programme like *Grange Hill* depends on a lot more than a mere head-count of the people watching. And because they take no account of that subtlety of interaction between the programme and its audience, he disputes the

findings of surveys into children's viewing habits like the recent one undertaken by the Television Research Unit at Oxford Polytechnic (reported in *The TES* on May 17, 1985).

"It is simply not true to say that children are only interested in programmes like *The A-Team*," he said, referring to the Unit's "league table" in which only one programme made specifically for children (TV's No. 73) nudges into the top ten. Others, including *Grange Hill* (15th equal, along with *Dynasty*, *Danger Mouse* and others) come out as substantially less popular than a whole range of "adult" programmes.

Barnes's own figures show quite a different pattern. BBC Audience Research statistics reveal that children are generally loyal to the programmes made specifically for them, he said.



Stars of Grange Hill and the A-team. To which are children most drawn?

week are exactly what you would expect: cartoons, *Grange Hill*, *Blue Peter* and *John Craven's Newsround* from us, and equivalent shows on 'the other side'.

The reason, Edward Barnes believes, is that they are programmes to which the audience can relate. *The A-Team* and *Dynasty* are entertainment, but *Grange Hill* and in a different way *Blue Peter* reflects aspects of a child's life. That ensures that it will always get an audience, but, as Barnes is very well aware, it also places a heavy responsibility on the programme-makers. "We simply can't afford to get *Grange Hill* wrong," he said candidly, "least of all when we're dealing with something as dangerous as drugs."

Because of that, teachers and relevant professional bodies have been working with the writer and director of the new series from the start, in exactly the same way as they did when *Grange Hill* was getting to grips with racial prejudice a couple of years ago. Their advice is always taken - even if it is sometimes the opposite of the producer's expectations. "When we were making the prejudice series most of the complaints I got were about the deplorable terms in the script," Edward Barnes remembered, "it'd have been happy to have known itself which told us to keep them in. They insisted that if we were going to tackle the subject at all it must be done as realistically as possible."

**4** Titles Available For Recording From Sunday 11th August 1985

Approximate Transmission Times

|                                                                       |                                                           |
|-----------------------------------------------------------------------|-----------------------------------------------------------|
| Monday 12th August                                                    | Saturday 17th August                                      |
| 2.35pm Design Matters: Can't We Live & Let Live - Repeat For Code C   | 1.05pm Nature In Focus: Worms For Code B                  |
| 4.00pm Whose Town Is It Anyway? Centre For Change - Repeat For Code B | 1.30pm Ever Thought of Sport: Selling - Repeat For Code A |
| Tuesday 13th August                                                   | 9.15pm Fishery By Sains - Tom Wakefield For Code C        |
| 5.30pm Anything We Can Do - Series 1: Only At The End For Code B      |                                                           |
| Wednesday 14th August                                                 |                                                           |
| 8.00pm The World - A TV History                                       |                                                           |
| At 10.00-10.05 For Code B                                             |                                                           |

For more information contact:  
GUILD LEARNING  
8 Royce Road, Peterborough PE1 5YB  
(0783) 318318  
Late Charges (0783) 312182 (052)

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Teacher for a Reception class.  
School (as on roll) 150.  
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Physical Education in this  
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Tenable: 1 September 1983

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550 pupils on roll. The  
post will involve teaching  
to C.G.E. 'O' and 'A'  
level.

Applicants are re-  
quested to send a letter of  
application and Curriculum  
Vita to the Headmaster  
at the School as soon  
as possible.

**SALARY** - Burialism  
Scale: Allowance  
This post is exempt  
from the LMS procedure  
but applications for  
G.C.E. or G.C.E. or  
M.C.C. with relevant  
experience will be  
considered. 134222

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SWALE DIVISION  
WATLING SCHOOL  
Required for September 1983  
Apply to the Headmaster  
for details. The school is  
a day school for boys and  
girls aged 11-18. It has  
a large sports field and  
a swimming pool. The  
school is a member of the  
Kent Schools Sports Union.  
134222

Letter of application, c.v. and names of two referees to  
the Headmaster, Watling  
School, Kent.  
134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
BURBAGE HASTINGS  
HIGH SCHOOL  
St. Catherine's, Burbage,  
Hinckley, Leics. LE10 5DE  
(11-14 High)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

## SHEFFIELD CITY OF SHEFFIELD EDUCATION DEPARTMENT

**NOTRE DAME R.C. SCHOOL**  
Fulwood Road, Sheffield S10  
3BT  
Required for 1st November,  
1983 until Christmas 1983 in  
the first instance, a teacher of  
Physics to 'O' level and to  
teach Computing or elec-  
tronics. Scale 1 for male  
teacher. The school is a  
mixed school with 450  
pupils on roll. 134222

Applicants are re-  
quested to send a letter of  
application and Curriculum  
Vita to the Headmaster  
at the School as soon  
as possible.

**SURREY**  
EDUCATION COMMITTEE  
MAGNA CARTA SCHOOL  
Thorpe Road, Staines  
(M20 9DB)  
Required for September  
1983. Scale 1 teacher of  
Physics for one year.  
134222

Applicants are re-  
quested to send a letter of  
application and Curriculum  
Vita to the Headmaster  
at the School as soon  
as possible.

**WIRRAL**  
METROPOLITAN  
BOROUGH OF WIRRAL  
WEATHERHEAD HIGH  
SCHOOL  
Mount Pleasant Road,  
Wirral, Merseyside L45 5HX  
(15-18 Comprehensive)  
134222

Required for 1st Septem-  
ber, 1983 Scale 1 Assistant  
Teacher to teach Physics  
to 'O' level and to 'A' level  
and to teach Computing or  
electronics. Scale 1 for male  
teacher. The school is a  
mixed school with 450  
pupils on roll. 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
BURBAGE HASTINGS  
HIGH SCHOOL  
St. Catherine's, Burbage,  
Hinckley, Leics. LE10 5DE  
(11-14 High)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer  
ROBERT SMYTH UPPER  
SCHOOL  
Burmham Road, Market  
Harborough, Leics. LE16  
(14-19 Upper)  
134222

Required August for one  
year teacher for girls PE and  
general subjects.  
Please contact the Head-  
teacher for further details  
and application forms  
(S.A.E.). 134222

## Sixth Form and Tertiary Colleges

**Scale 1 Posts**  
**ESSEX**  
SOUTH EAST ESSEX SIXTH  
FORM COLLEGE  
Broomfield Chase,  
Thundersley, Basildon S87  
7LJ  
Tel: South Basildon (03745) 56111  
Roll: 1150 open access  
TUTOR OF CRAFT, DESIGN  
AND TECHNOLOGY AND/OR  
GMP  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND**  
UPON THAMES  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
Required for September  
1983. Scale 1 for right  
candidate.  
Particulars from and c.v.  
with references to the Principal  
(S.A.E.). 140022

## Scale 2 Posts and above

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
PERMANENT UNATTACHED  
TEACHER (Scale 2)  
Required as soon as possible  
for a full time teacher to  
teach in three of the  
following Special Schools:  
Coles Green and Kingsley  
Day (both for pupils with  
severe learning difficulties)  
Grove Park (for physically  
handicapped pupils)  
The Centre caters for pupils  
aged 11-18 with severe  
learning difficulties and  
physical handicaps. Duties  
will include covering for  
absent staff, but also working  
with the pupils and their  
families. The teacher will  
also be responsible for the  
monitoring of the pupils' progress  
and for the provision of  
specialist resources. The  
teacher will also be responsible  
for the provision of special  
resources. The teacher will  
also be responsible for the  
provision of special resources.  
140022

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
PERMANENT UNATTACHED  
TEACHER (Scale 2)  
Required as soon as possible  
for a full time teacher to  
teach in three of the  
following Special Schools:  
Coles Green and Kingsley  
Day (both for pupils with  
severe learning difficulties)  
Grove Park (for physically  
handicapped pupils)  
The Centre caters for pupils  
aged 11-18 with severe  
learning difficulties and  
physical handicaps. Duties  
will include covering for  
absent staff, but also working  
with the pupils and their  
families. The teacher will  
also be responsible for the  
monitoring of the pupils' progress  
and for the provision of  
specialist resources. The  
teacher will also be responsible  
for the provision of special  
resources. The teacher will  
also be responsible for the  
provision of special resources.  
140022

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
PERMANENT UNATTACHED  
TEACHER (Scale 2)  
Required as soon as possible  
for a full time teacher to  
teach in three of the  
following Special Schools:  
Coles Green and Kingsley  
Day (both for pupils with  
severe learning difficulties)  
Grove Park (for physically  
handicapped pupils)  
The Centre caters for pupils  
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learning difficulties and  
physical handicaps. Duties  
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monitoring of the pupils' progress  
and for the provision of  
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resources. The teacher will  
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provision of special resources.  
140022

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
PERMANENT UNATTACHED  
TEACHER (Scale 2)  
Required as soon as possible  
for a full time teacher to  
teach in three of the  
following Special Schools:  
Coles Green and Kingsley  
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severe learning difficulties)  
Grove Park (for physically  
handicapped pupils)  
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learning difficulties and  
physical handicaps. Duties  
will include covering for  
absent staff, but also working  
with the pupils and their  
families. The teacher will  
also be responsible for the  
monitoring of the pupils' progress  
and for the provision of  
specialist resources. The  
teacher will also be responsible  
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provision of special resources.  
140022

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
PERMANENT UNATTACHED  
TEACHER (Scale 2)  
Required as soon as possible  
for a full time teacher to  
teach in three of the  
following Special Schools:  
Coles Green and Kingsley  
Day (both for pupils with  
severe learning difficulties)  
Grove Park (for physically  
handicapped pupils)  
The Centre caters for pupils  
aged 11-18 with severe  
learning difficulties and  
physical handicaps. Duties  
will include covering for  
absent staff, but also working  
with the pupils and their  
families. The teacher will  
also be responsible for the  
monitoring of the pupils' progress  
and for the



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## ilea Inner London Education Authority

### Director of the Education Welfare Service

Salary £20,514 to £22,242 plus £1,494 London Weighting Allowance

A new Director of the Education Welfare Service is required following the retirement of the former Principal Education Welfare Officer and a major review of the service.

The Director will need to have the skills to continue and enhance the development of a professional social work service in education, to determine professional standards and ensure they are implemented, to respond effectively to changes in legislation and society, to initiate good social work practices and procedures to ensure equality of service throughout the Authority's area.

Candidates must have an appropriate qualification, and experience in a senior managerial position in social work, experience at a high level in the management of a professional service within a large organisation often working under pressure, a knowledge of the education service and the functions of a local authority. Experience in high level decision making about personal and management issues is essential. Candidates must have the ability to lead a large professional service in a changing inner city environment.

Application forms and further details are available from **Establishment Branch (Personnel Services Division)** EO/ESTAB 2, Room 255A, The County Hall, London SE1 7PB. Please enclose a large stamped self-addressed envelope.

Completed application forms to be returned not later than 6 September 1985.

This post is a re-advertisement.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

## Administration General

### LONDON

ST PAUL'S GIRLS' PREPARATORY SCHOOL, BURBARK

Bursar and Clerk in the Governors' secretariat for Independent Day School of 255 girls, aged 5-11, following the retirement of present Bursar.

Duties include maintenance of budget and financial records, collection of fees, statistical returns, supervision of catering and domestic staff and other administrative duties. Salary £11,000 p.a. minimum. In accordance with qualifications and experience.

Application, with references and details of experience, to the Chairman, St Paul's Girls' Preparatory School, Bute House, Luton, Bedfordshire, MK14 4JF. Tel: 0455 500000.

### MIDDLESEX

BRUNEL UNIVERSITY, UXTON

Applications are invited from those with suitable qualifications and experience in institutional management for the post of Resident Hall Manager. Duties will include the management of the hall, including catering, and responsibility for the day-to-day management of three Halls of Residence (645 beds total) for both student occupancy and use by conferences.

Salary in the Grade 5 scale £14,670 to £19,900 p.a. plus £1,255 London Allowance. Candidates must have a first class honours degree.

Further particulars and application forms from the Personnel Services Division, Brunel University, Uxton, Middlesex, U8 3PH, on receipt of a self-addressed envelope. Closing date: 23 August 1985.

Brunel University is an Equal Opportunities Employer. (17854) 500000

## Educational Psychologists

### DONCASTER

METROPOLITAN BOROUGH COUNCIL, DONCASTER

Applications are invited for the post of Educational Psychologist in the Doncaster School Psychological Service. The service is organised on an area basis and operates an open referral system.

The successful candidate will join the team of six educational psychologists and one educational psychologist who are based centrally in Doncaster and will be responsible for developing the service in two of the Authority's school areas.

Applicants should possess a degree in Psychology (or its equivalent) and approved post-graduate qualification in educational psychology, and should have at least two years' recognised teaching experience.

Further particulars and an application form can be obtained from the Director of Education, Doncaster City Council, 100, Doncaster Road, Doncaster, D1 1BN. Closing date: 31st August 1985.

We are an Equal Opportunities Employer. (17854) 500000

### Peripatetic Posts

CUMBRIA

COUNTY COUNCIL, CUMBRIA

PERIPATETIC TEACHER

Required a.s.p. a Peripatetic Teacher for the Instrumental Music Service in the Whitehaven/Scafell Area. Essential User Car Allowance.

Application forms and further details from the Director of Education, Cumbria County Council, Carlisle, CA1 1PU (a.s.p. please enclose a self-addressed envelope). Closing date: 23 August 1985. (17854) 500000

Brunel University is an Equal Opportunities Employer. (17854) 500000

Further particulars and an application form can be obtained from the Director of Education, Doncaster City Council, 100, Doncaster Road, Doncaster, D1 1BN. Closing date: 31st August 1985.

We are an Equal Opportunities Employer. (17854) 500000

Further particulars and an application form can be obtained from the Director of Education, Doncaster City Council, 100, Doncaster Road, Doncaster, D1 1BN. Closing date: 31st August 1985.

We are an Equal Opportunities Employer. (17854) 500000

Further particulars and an application form can be obtained from the Director of Education, Doncaster City Council, 100, Doncaster Road, Doncaster, D1 1BN. Closing date: 31st August 1985.

We are an Equal Opportunities Employer. (17854) 500000

## CITY OF CARLISLE

Applications are invited from men and women for the vacancy of:

### CENTRE MANAGER

(Post No: SP935)

£7,524 - £9,144 p.a. (Pay Award Pending)

AT LONGTOWN MEMORIAL HALL CENTRE

Applications are invited for the post of Centre Manager at this community recreation centre situated in a rural area, 9 miles north of Carlisle.

The centre provides a main hall, squash courts, fitness area, and social facilities, and the Manager will be expected to promote a variety of programmes and to ensure maximum public participation. Terms of employment are in accordance with the conditions of service of the National Joint Council for local authorities Administrative, Professional, Technical and Clerical Services.

Applicants should preferably be suitably qualified in community work or with a related recreation qualification.

Relocation scheme. Temporary housing in appropriate areas.

Further details and application forms returnable by 23rd August, 1985 from Personnel and Training Officer, Town Clerk, and Chief Executive Dept., Civic Centre, Carlisle, Cumbria CA3 8QG. Tel: (0228) 23411 Ext: 283 quoting post no.

The Council welcomes applications regardless of race, sex, marital status or disability.

(10000)

Further details and application forms returnable by 23rd August, 1985 from Personnel and Training Officer, Town Clerk, and Chief Executive Dept., Civic Centre, Carlisle, Cumbria CA3 8QG. Tel: (0228) 23411 Ext: 283 quoting post no.

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The Council welcomes applications regardless of race, sex, marital status or disability.

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(10000)

## Child Care

### SUFFOLK

WESGRAVE HALL SCHOOL, IPSWICH

Resident Care Officer

Responsible for the care and welfare of the boys in the school. This is a Special School for 15-18 plus. These boys are of superior intelligence and follow O and A level courses. High standards of discipline are maintained and staff are required to operate at the highest level of child care. Applicants will be expected to demonstrate an ability to motivate and support boys in groups and individually.

The successful applicant would be given a bed/sitter free together with free food, heat, light etc. - no deductions. Normal school holidays. Salary range £4,272 to £6,096.

Application forms available from the Secretary. Tel: Ipswich 847455. 540000 (19406)

Further particulars and an application form can be obtained from the Director of Education, Doncaster City Council, 100, Doncaster Road, Doncaster, D1 1BN. Closing date: 31st August 1985.

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